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ABSTRACT

This volume describes and evaluates 21 selected New York City Board of Education Umbrella Programs for the 1974-1975 school year. The programs include: (1) the parent resource center, (2) the teacher self-help program, (3) the East Harlem pre-kindergarten center, (4) the Brooklyn College volunteer tutoring program, (5) the parent education for pupil progress program, (6) the career awareness program, (7) teaching English to adults in their homes, (8) advanced reading development, (9) the parent orientation program, (10) community and school education development, (11) basic skills after-school for pre-kindergarten, (12) the Goddard-Riverside Educational camp, (13) the Afro-American history caravan, (14) the mental hygiene-linguistic reading program, (15) the High Rock educational program, (16) pictures as a basis for teaching reading, (17) developing an informal parents group, (18) perceptual conditioning for decoding, (19) reading and language, (20) project miniteacher, and (21) the parent child orientation program. (Author/AM)

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FAMILY LIVING, INCLUDING SEX EDUCATION

George Forlano, William May, Allan J. Schneider

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NEW YORK CITY BOARD OF EDUCATION
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Year-End Report

New York State Experimental and Innovative Programs
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PREFACE

The day-to-day evaluation of the project was accomplished by a team of three members. The project team had to develop and distribute instruments and conduct all evaluation activities including the preparation of the major portion of this report.

Dr. George Forlano was responsible for the immediate supervision and coordination of all evaluation activities including the preparation of the final report.

Mr. William May worked on the evaluation and report of the general program. In cooperation with program personnel he participated in the preparation for, collecting and evaluating of information on staff responses and recommendations, staff training, and pupil achievement testing.

Dr. Allan J. Schneider was responsible for the main psychological aspects of the research and evaluation of the project concerning pupil attitudes. This included the revised design and construction of new instruments for the evaluation of pupil attitudes, the collection and processing of data and the interpretation of findings. In addition, Dr. Schneider designed and prepared the evaluation of parent responses, and of the community superintendents and district coordinators.

ACKNOWLEDGMENTS

The staff of the New York City public schools, working in the area of Family Living, Including Sex Education, wishes to acknowledge the financial support received from the State during 1967-1970 in implementing the innovative program in Family Living. The support received made possible work in the important areas of teacher and staff training and research, both of which were vital to the sound implementation of the program. State staff who deserve special commendation for their assistance are: Dr. Carl E. Wedekind, Director of the Division of Research, Dr. Robert P. O'Reilly, Chief, Bureau of School and Cultural Research, Dr. John S. Sinacore, Chief, Bureau of School Health Education, and Mrs. Mary Fergusen, Educational Aide.

Recognition for their interest and cooperation during the past year in the new curriculum is given to Mr. Irving Anker (Deputy Chancellor of Schools), and Mrs. Rose Shapiro (Former President of the Board of Education), and other former Board members.

Assistant Superintendent Helene M. Lloyd was responsible for the overall operation of the new program for the school year 1967-1968. During the current school year, Dr. Seelig Lester, Deputy Superintendent of Schools, Office of Instructional Services, was in charge of the program. Assisting Dr. Lester, was Mr. Herbert Karp, City-Wide Coordinator for Family Living, who was responsible for the day-to-day conduct of the program.

Under the general direction of Dr. J. Wayne Wrightstone and Dr. Samuel D. McClelland, a survey team from the Bureau of Educational Research, comprising Dr. George Forlano, Project Director, Mr. William May and Dr. Allan J. Schneider, were responsible for the comprehensive evaluation activities throughout the three-year life of the program, including the preparation of this final report.

Appreciation for the work done in implementing the program in the thirty districts and three project areas is extended to the District Area Coordinators of Family Living and to the school staff and parents with whom they worked, and to each of the dedicated members of the local community school boards.

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INTRODUCTION

A. The Problem

New York City schools have always shared responsibility with the home, the church, and the temple for the education of young people in family living. Within recent years, the following problems have arisen in relation to education in this area:

Social change, increased urbanization, and changing personal values have increased the need for more effective family life education, including sex education.

The growing body of knowledge about human development, human behavior, and family life make it imperative that the schools increase instruction in family living and make some of this knowledge part of public education.

The parent's need for help in giving guidance in family living including sex education in the home, and the increasing number of requests for help by physicians and clergymen make it necessary for the schools to initiate action in this area and to work more closely with parents and others.

The need of teachers and supervisors for more adequate training in order to provide the desired quality of classroom instruction in family living, including sex education, makes it imperative that an expanded program of in-service education be augmented.

Available printed and audio-visual materials are not adequate for a revised program in family living, including sex education; the development of new materials should continue on an ongoing basis.

It became clear that if the schools were to assume their responsibility in providing the kind of instruction in Family Living, Including Sex Education that would help to prepare children for healthy adulthood, the following action must continue to be taken:

1. A new curriculum called Family Living, Including Sex Education had to be prepared and is undergoing further development for grades pre-kindergarten through 12.

2. Parents, civic and religious leaders, agencies and community groups will continue to be oriented concerning the action being taken and their help obtained in defining and developing the program.

3. The needs and reactions of children at all age levels will continue to be carefully studied from the viewpoint of past, present, and future developments in many areas.

4. Current programs in operation, nation- and world wide, have been evaluated and research studies and current literature are always considered.

5. Publishers and audio-visual producers continue to be informed of the initiation of work in the new area and the need for materials.

6. Colleges continue to be informed of in-service and preservice courses needed and their cooperation enlisted.

7. Teachers, supervisors, and district coordinators will continue to be selected by district superintendents and given in-service training in sensitivity and curriculum content.

8. Books, audio-visual aids, and other resource materials needed by teachers for effective implementation of the curriculum will continue to be selected for purchase or production initiated.

B. Objectives

New York City's public schools have taken giant steps within the past two years to move ahead on a sound program in "Family Living, Including Sex Education." At the present time approximately 77,000 pupils in 280 schools, at all grade levels and in all parts of our city, are receiving direct instruction. The extent of the program is not matched anywhere in the nation.

The main objectives of the program are the following:

1. To help each child grow in the aspects of wholesome living which relate to being a good family member. These aspects include loyalty, love, and appreciation of family.

2. To develop appreciation of the family as the basic unit of society.

3. To help children acquire a background of ideals, standards and attitudes which will be of value to them in the development of interpersonal relations and in building their future lives.

4. To develop a reverence for life and an awareness of one's responsibility for its preservation and enrichment through wholesome human relationships.

5. To develop a responsibility among children for making good decisions based on sound values.

6. To provide for the individual an adequate knowledge of his own physical, mental, social, and emotional maturation as related to family living and social development and an understanding of the uniqueness of individual growth.

7. To discuss with frankness and sensitivity children's problems in relation to sexuality.

8. To build a wholesome attitude toward sex and sexuality among children.

9. To establish among children the use of proper terminology in reference to the body and natural processes.

10. To give correct and understandable answers to children's questions on pertinent topics such as reproduction, sex differences, and other areas.

11. To work with parents in helping them to understand better their role in the child's total development.

The findings of this study with respect to selected aspects of the program should be of value to other school districts and professional groups. The completed reports and information concerning the materials, practices, and techniques developed in the New York City schools will be disseminated to other school districts and educational organizations in New York State and throughout the country.

C. Related Research

One of the bases of the program in Family Living Including Sex Education is an evaluative review of the results of recent research in the area of family life education.

Overview. McQueen (1967) concludes an extensive review of recent research in family living education with the assertion that such a program must include attitudes as well as facts. The additional requirements of a successful program are: it must begin early and include all grades to provide continuity of instruction; teachers must be specifically selected and specially trained; and there must be parental involvement and community support.

The Curriculum from Pre-Kindergarten to the Twelfth Year. The addition of sex education to a program of family living education requires a decision as to the place and sequence such material should take in the curriculum. On this subject English (1951) says, "In no area are our values and ideals more confused than in the realm of sex. We have commonly allowed the intricate problems involved to be postponed to the period of adolescence. This, of course, is a mistake. To be sure, sex motivation, though not non-existent, is weak in childhood. But it is important that the child be prepared to meet sex problems before they descend upon him."

Training Teachers, Supervisors and Coordinators. In two studies Malfetti (1964) finds the lack of qualified teachers to be the most frequently given reason for not offering a sex education program. According to both Jersild (1955) and Malfetti (1967) this shortage is aggravated by the necessity for attitude training in addition to specific knowledge of content, if communication with parents and children is to be successful. Thompson (1962) cites Baruch (1945) to show that student-teachers who acquired a better understanding of themselves learned to accept children and their sometimes deviant behavior patterns in a more positive way. The sympathy resulting from discussions of common problems with other teachers, according to Cronbach (1954), frees the teacher to make tries he would not make if he risked ridicule or sharp criticism from his associates. If instruction is to be more than simple lecturing, the teacher who sets out to impart sex information must feel secure herself, must have already won the confidence of her charges, and must be free from the threat of parental indignation, say Stone and Church (1957).

Orientation of Parents and Community. Malfetti (1967) and McQueen (1967) in their extensive reviews of present programs in Family Living Including Sex Education find the need for parental and community participation a necessity for the success of such programs. They conclude: it is necessary to allay teachers' apprehensions in this area; it is a consequence of the fact that much of the impetus for such programs comes from parents and community groups; and it is a continuation of the close association of parents and the schools in education for family living. The many advantages accruing to parents and agency representatives through mutual involvement in child rearing is cited by Goldstein and Doll (1967). In addition, they found parents willing to discuss with other parents problems which caused hostility when broached by agency representatives. The perspective parents gained by such interchange often resulted in group action in handling common problems.

Sex Education Studies and Student Outcomes. Evidence of the effectiveness of a limited Sex Education Program with sixth grade boys in a parochial school was reported in a study by Harris C. Faigel, M.D. (1969). As a result of this program, Dr. Faigel reported the abrupt spontaneous cessation of obscene remarks and the disappearance of smutty notes from the school, which existed prior to the establishment of the program, despite the fact that nothing was said to the boys about the school's reasons for the program or the notes or remarks. It is further reported that the parents of the boys were relieved to have the subject broached and presented in an effective, unemotional manner. They were happy that the boys were receiving instruction which they felt inadequate to provide. The parents of the girls were relieved that their daughters were no longer being subjected to the harassment they had experienced earlier in the school year. The boys, themselves, too were pleased. They expressed satisfaction with the material in the way in which it was presented. And most encouraging, they were very disappointed when the program came to an end. In another study by Schwartz (1969) the results of a report on Sex Information Knowledge of 87 lower class ninth grade boys indicated poor and distorted information in ten areas of sex knowledge investigated. Over 18% of the adolescents answered the questions with distorted information or no information at all. Knowledge about masturbation, venereal disease, nocturnal emission and the menstrual cycle was the poorest. Class, race and ethnic group membership all were found to be influentially associated with sex information in the lower class adolescents.

Printed and Audio-visual Materials. An examination of presently available printed and audio-visual materials points up the inadequacy of such materials, for a new program in Family Living Including Sex Education. Such materials do not include the most recent knowledge in the area. In addition, they reflect the past exclusion of training in sexuality by the absence of texts, charts, films and filmstrips which include such information for transmission to parents and pupils. They do not provide for the large Spanish speaking as well as Chinese populations of the New York City schools. The particular advantages of using audio-visual materials in communicating with parent groups is cited by D.K. Cheney (1967). He reports that parent groups are impressed with the advantages afforded children through A-V media, and that such techniques serve to bridge the chasm of communication between parents and teachers.

New York City Pilot Program. In answer to the need for improved training in Family Living Including Sex Education, the New York City Board of Education in April 1967 initiated work on a new program.

Working through the Summer of 1967, the New York City Curriculum Committee took advantage of earlier work in this area of education. The experience of the Chicago schools in introducing a fifth grade program in 27 schools in 1966 was examined (1967). The Montgomery County, Maryland (1967) program utilized in 20 secondary schools in 1966 was reviewed. Further examples of this review included materials from Missouri (1964) and Sweden (1964); the planning of San Mateo, California (1967), and Glen Cove, New York (1967), and the recommendations of professional groups such as the American School Health Association (1967). The result of this work was the publication of a preliminary curriculum guide introducing the first comprehensive program in Family Living Including Sex Education to include all grades from pre-kindergarten to the twelfth year. More than 3,000 copies of the guide describing the preliminary curriculum have been sent throughout the country to agencies requesting it.

In the Fall of 1967 an intense program of training for 33 district coordinators in Family Living Including Sex Education was undertaken. Two joint training programs were conducted. First, weekly workshops for coordinators, curriculum experts, and sensitivity trainers were conducted at the New York Post-Graduate Center for Mental Health. This program emphasized curriculum familiarization and sensitivity training. Concurrently, weekly meetings were held at the Lenox Hill Hospital in New York City, under the auspices of the Lenox Hill Hospital, Columbia University Teachers College, and the New York City Board of Education. This second training program emphasized the development of a detailed knowledge of sexual anatomy and physiology as they relate to the problems of growing children. Teachers selected for the new program and their district superintendents participated in a third training program, which consisted of six weekly meetings conducted at two central metropolitan locations. Additional teacher training was conducted in the school districts by the district coordinators.

In the late Fall of 1967 programs to orient parents and community groups were organized and implemented in the local school districts.

In the Spring of 1968, approximately 30,000 pupils in 150 schools were exposed to this pilot program in Family Living Including Sex Education. The district coordinators continued advanced training at the New York Postgraduate Center for Mental Health. Teacher training continued in the school districts, and parent and community group orientation expanded in scope and the number of people involved.

During the school year 1968-1969, in-service advance training was again provided for the district coordinators at the New York Postgraduate Center for Mental Health in the areas of content familiarization, sensitivity training and the group process. Parent and community group orientation and involvement continued to expand in scope and the number of people involved, while teacher training was continued for a second year in the school districts. In addition, a series of citywide in-service workshops were provided the teachers along with a television in-service program held weekly for 15 sessions over the Board of Education's station WNYE, Channel 25.

In the school year 1969-1970, in-service advance training was again carried through in the areas of content familiarization, sensitivity training and group process, for the district coordinators at the Postgraduate Center for Mental Health in New York City. Teacher training continued for a third year in the school districts while parent and community group orientation and involvement continued to expand in scope and the number of people involved. There was also a continuance of a series of citywide in-service workshops provided the teachers along with a television in-service program held weekly for 15 sessions over the Board of Education's station WNYE, Channel 25. An added feature of this year's program was the innovative Adult Evening Community Education pilot project conducted at several selected evening school adult centers, designed to orient and educate community parents as to the nature and objectives of the Family Living, Including Sex Education Program.

The principal areas of investigation are designed to test the following hypotheses:

Hypotheses

1. The new curriculum in Family Living Including Sex Education will result in more desirable pupil attitudes than the former program in family living presented in schools prior to the Spring of 1967.

2. Pupil achievement in knowledge of Family Living Including Sex Education will meet criteria specified in the objectives of the curriculum.

3. Teacher and supervisor sensitivity to pupil needs in Family Living Including Sex Education will be appropriate to attain the revised objectives of the curriculum.

4. Teacher and supervisor mastery of content of the curriculum in Family Living Including Sex Education will be adequate for expanded implementation of the curriculum.

5. Selected and specially developed books, audio-visual materials and models will properly supplement the new curriculum in Family Living Including Sex Education.

6. Parental cooperation in meeting children's needs in Family Living Including Sex Education will increase to levels specified under the revised objectives of the curriculum.

7. Parental and community knowledge, attitudes, and acceptance of the new program in Family Living Including Sex Education will be in accord with the objectives of the curriculum.

METHODS AND PROCEDURES

Program Development

The developmental history presented below emphasizes, in detail, the first two years of program implementation. The third year, 1969-70, of program implementation saw the recycling of activities which were essentially similar in nature. Therefore, a detailed review of the activities for 1969-1970 is not repeated.

Subjects in the Implementation of the Program

Pupils and Schools. During the first year, 1967-1968, a total of 31,000 pupils received instruction in the new course of study called Family Living, Including Sex Education. The implementation of the program was expanded in the second year, 1968-1969, and again during the current year to include a total of 77,000 pupils at all grade levels in 280 schools.

Coordinators. Thirty-two Coordinators of Family Living worked under the supervision of the local school district superintendent or unit administrator to coordinate the program in the 30 districts, 1 project area, and special schools in the city. As of July 1, 1970, there are 31 districts.

Other Staff. Representatives of various bureaus of the Board, as Research, Curriculum, Child Guidance, Educational and Vocational Guidance, Home Economics, Science, and Health Education have continued to assist in the ongoing implementation of the program.

Citywide Advisory Council. A citywide Advisory Council composed of representatives of religious, civic, parent, community, medical, teaching staff, and other groups have continued to serve in an advisory capacity.

Local Councils. Parents, staff, and representatives of the local community formed district and school advisory councils to insure that a clear understanding of the program continues to precede its ongoing implementation.

Educational Treatments or Activities

1. Proposal Development and Funding

A proposal was sent on February 15, 1968, to the Bureau of In-Service Education for funding during FY 1969 under the Speno-Brydges Law. The sum of $10,000 for use in 1968-69 was approved by the State and was matched by $10,000 in city funds.

A research proposal sent to the New York State Division of Research was approved up to a total of $17,589 for 1968-69, for the continuation of an Experimental and Innovative Program.

A second research proposal was sent April 14, 1969, to the New York State Division of Research and was approved for continued support of the program for $15,262 for the school year 1969-70, under New York State Experimental and Innovative Programs.

2. Curriculum Development

A preliminary curriculum was developed and used on a pilot basis during 1968-69. Suggestions concerning the revision of the curriculum were received and evaluated. A newly revised 1970 curriculum guide was developed called Family Living, Including Sex Education and is now in use.

In terms of what is taught, throughout the grades children are led to recognize that successful family living includes love and the sharing of effort. Beginning with prekindergarten, children are helped to develop attitudes and values necessary to become effective members of the family. In the middle grades, emphasis is placed on the importance of responsible social behavior consistent with moral and ethical values. At the secondary school level, this is expanded to include the development of standards for boy-girl relations and the values of social conventions.

Important information and understandings about his physical development appropriate to the child's age and needs are taught starting in prekindergarten and extending through grade 12. At the prekindergarten and kindergarten level, children learn the correct names for body parts and processes. These names are quietly substituted by the teacher for the terms some children may use when they first come to school. This practice is continued until correct terms are used matter-of-factly by all children.

In the primary grades, girls become aware of their role as girls and boys of their role as boys. They begin to understand that girls grow into women and boys into men and appreciate the meaning of these terms. In the middle grades, pupils become aware of the physical changes leading to manhood and womanhood. At the secondary level, students learn to recognize qualities of value in the opposite sex.

An understanding of the reproductive process is developed gradually. By the end of the sixth grade, pupils should have an understanding of how the human body begins, grows, and is born. The scientific approach is stressed. In the study of marriage, at the secondary level, the responsibilities of, and the basic requirements for, a successful marriage are studied. Emphasis is placed on the family as the basic unit of society.

3. Training of District-Area Coordinators and Special Personnel

It was evident that the success of the family living program in the New York City public schools would depend to a large extent on the quality of staff training. The following programs were organized for coordinators and proved very successful:

a) September, 1967 - January 31, 1968 (90 Hours)

1. 30 hours of sensitivity-group process training. Training by psychologists and curriculum specialists in small groups, these sessions were planned in cooperation with the staff of the Post-graduate Center for Mental Health, an independent agency, and the Bureau of Child Guidance and Curriculum Development of the city school system.

2. 30 hours of course content relating to the curriculum. These sessions, under the direction of Assistant Superintendent Helene Lloyd, generally consisted of lectures followed by informal discussions. These lectures were given by the following consultants:

Mrs. Janet Brown, Staff Associate for Family Life Education Community Service Society

Mrs. Aline Auerbach, Parent Education Consultant, Bloomingdale Project, etc.

Dr. Simon Silverman, Director Bureau of Child Guidance

Mrs. Elizabeth S. Force, Family Life Consultant, American Social Health Association

Dr. Isidore Rubin, Editor Sexology Magazine

Dr. Mary S. Calderone Executive Director, SIECUS

Dr. Lawrence Crawley Obstetrician and Gynecologist Lenox Hill Hospital

Mrs. Mamie Phipps Clark, Psychologist and Executive Director, Northside Center for Child Development, Inc.

Dr. Robert S. Liebert Psychoanalyst, Psychiatric Staff of Columbia-Presbyterian Medical Center, etc.

Dr. Tilla Vahanian, Professor, Education for Marriage and Family Life, Teachers College, Columbia University

Dr. Laura Singer, Psychoanalyst

Father Joseph Fitzpatrick Sociologist, Fordham University

Dr. Helen F. Southard, Author and Family Life Consultant

Dr. Vera Paster, Assistant Director Bureau of Child Guidance

3. 30 hours of special content training under the direction of Dr. James Malfetti (Teachers College) and Dr. Lawrence Crawley (Lenox Hill Hospital). Through a grant from the Board of Trustees of Lenox Hill Hospital, programs were organized in community relations, language and sex education, psycho-sexual development, male and female reproductive systems, normal pregnancy and delivery, problems of pregnancy (multiple births, RH factors, prematurity), family planning, petting, coitus, out-of-wedlock pregnancy (abortion and miscarriage), venereal disease and prostitution.

b) February 1, 1968 - June 30, 1968 (60 hours)

1. 30 hours of training in curriculum implementation. These sessions were under the direction of Assistant Superintendent Helene M. Lloyd. The sessions dealt with suggestions for introducing the new curriculum, teacher-supervisor training (patterns and practices), local resources, interpretation of the curriculum, audio-visual materials, curriculum research and development, projects in other cities, current evaluation, problems and practices, and guidelines for 1968-1969.

2. 30 hours of training in materials and methods

All coordinators participated in a 30-hour training program at Lenox Hill Hospital in the "Use of Materials, Methods, and Techniques in the Teaching of Family Living," given by Dr. Lawrence Crawley and Dr. James Malfetti. This training was made possible because of a grant to the Board of Education from the New World Foundation.

c) September 1, 1968 - March 14, 1969 (60 hours)

1. 30 hours of course content relating to the curriculum.

These sessions included lectures on growing-up, communication between parent and adolescent in the area of family living and sex education, progress in sex education (obstacles to overcome), psycho-sexual development (early childhood, problems of the pregnant out-of-wedlock teenager, teen-age tensions and problems, sex education), improving communications, prevention of human birth defects, and psycho-social problems of youth, including drugs and venereal disease. These sessions included lectures at the Postgraduate Center for Mental Health by the following consultants:

Date: October 4, 1968
Speaker: Dr. Martin Wagner
Topic: Introduction to Postgraduate Center

Date: October 11, 1968
Speaker: Miss Vera Milow, Educational Director, Tampax, Inc.
Topic: Growing Up

Date: December 6, 1968
Speaker: Dr. Allan J. Schneider, Bureau of Educational Research, N.Y.C.
Topic: Evaluation Procedures of the Family Living Program

Speaker: Mrs. Lynn Spiro, 3M Company
Topic: Presentation of Materials-Transparencies & Booklets

Date: December 13, 1968
Speaker: Miss Lucille LoCurto, Sterling Films, Inc.
Topic: Preview of New Films: Life from Life
Egg and Sperm
Your First Six Years

Date: December 20, 1968
Speaker: Mrs. Jane R. Mayer, Marriage Council & Family Guidance, Inc.
Topic: Communication Between Parent and Adolescent in the Area of Family Living and Sex Education

Date: January 3, 1969
Speaker: Helen Southard, Director, Bur. of Research & Prog. Resources YWCA
Topic: Progress in Sex Education - Obstacles to Overcome

Date: January 10, 1969
Speaker: Rev. George Hagmaier, C.S.P., Marriage Counselor, Board Member, SIECUS
Topic: Psycho-Sexual Development - Early Childhood

Date: January 17, 1969
Speaker: Dr. Ludwig J. Cibelli, M.D., F.I.C.S.
Topic: Problems of the Pregnant Out-of-Wedlock Teenager

January 24, 1969 - No Session - Health Education Meeting

Date: January 31, 1969
Speaker: Dr. Gilbert Shimmel, Prof. of Health Education, Teachers College, Columbia University
Topic: Teenage Tensions and Problems

Date: February 7, 1969
Speaker: Dr. Vera Paster, Bureau of Child Guidance, N.Y.C.
Topic: Sex Education - Improving Communications

Date: February 14, 1969
Speaker: Dr. Edna O. Meyers, Chief Psychiatrist, Northside Center for Child Development
Topic: Negro Family Life - Problems and Challenges

Date: February 21, 1969
Speaker: Frances Breed, Assoc. Dir. for Community Services, SIECUS
Topic: Family Life and Sex Education Throughout the Country - Implications for N.Y.C.

Date: February 28, 1969
Speaker: Dr. Virginia Apgar - Vice President for Medical Affairs, National Foundation, March of Dimes
Topic: Prevention of Human Birth Defects

Date: March 7, 1969
Speaker: Dr. Geoffrey Esty
Topic: Psycho-Social Problems of Youth - Including Drugs and Venereal Disease

Date: March 14, 1969
Speaker: Dr. George Hagmaier, C.S.P., Marriage Counselor, Board Member, SIECUS
Topic: Psycho-Sexual Development - The Latency Period Through Adolescence

2. <u>30 hours of sensitivity training, including emphasis on use of group process techniques</u>. These sessions were planned in cooperation with the staff of the Postgraduate Center for Mental Health. Dr. Martin Wagner coordinated the program for the Center.

4. Training Programs for Teachers and Supervisors

During the Fall and Spring terms 1968-1969, a series of citywide in-service workshops, similar to those held in 1967-1968, was initiated for more than 250 teachers and supervisors, at which the following topics were discussed:

Date: December 4, 1969
Speaker: Dr. Lawrence Q. Crawley, Lenox Hill Hospital, Gynecology & Obstetrics
Topic: Responsible Sexuality and the Adolescent and his Problems

Date: December 18, 1968
Speaker: Dr. James L. Malfetti, Teachers College, Columbia University
Topic: Masturbation
Homosexuality

Date: January 15, 1969
Speaker: Dr. Lawrence Q. Crawley
Topic: Reproduction, Including Experiences at Lenox Hill Hospital in Relation to the Unwed Mother and the Impact on Mother and Child

Date: February 4, 1969
Speaker: Mrs. Aline Auerbach, Parent Education Consultant
Topic: The Role of Parents and School in Sex Education

Date: March 12, 1969
Speaker: Dr. Charles Brown, Psychiatrist, Bureau of Child Guidance
Topic: Negro Family Patterns in New York City

Training sessions were also held in the districts under the supervision of the district superintendents and district coordinators. District resource staff were used, as well as local doctors, college staff, district Bureau of Child Guidance personnel, family life consultants, Department of Health staff, and others.

In addition, a 15-session television in-service program followed by workshops in schools was held during the Spring term 1969 over the Board of Education's station, WNYE-TV, Channel 25. The course included demonstration lessons, panel discussions, lectures, question-answer periods and reviews of new material in the area of "Family Living, Including Sex Education." The topics presented were:

Introduction - What's It All About?

The Family in New York City - Part I

The Family in New York City - Part II

Psycho-Sexual Development: Early Childhood

Psycho-Sexual Development: Adolescence

Psycho-Social Aspects of Adolescence

Adolescence - From Boy to Man

Female Reproductive System

Male Reproductive System

Heredity and Environment

Responsible Sexuality

Preparation for Marriage

Looking Ahead to Parenthood

Special Problems

Evaluation

5. Training Program for Others

In attendance on a voluntary basis at the meetings for Coordinators were representatives of the following groups:

Archdiocese of New York	Bureau of Child Guidance
Archdiocese of Brooklyn and Queens	Bureau of Early Childhood Education
Yeshivas in Queens	Bureau of Curriculum
Protestant Council of Churches	Bureau of Health Education
Community Service Society	Bureau of Science
New York City Department of Health	Bureau of Educational and Vocational Guidance
	Bureau of Educational Research

6. District Training Program.

Specially allocated funds were allotted on an experimental basis to Districts 3 Manhattan and 25 Queens for use in developing a district wide in-service program in Family Living, Including Sex Education.

District 25 Queens

Number of Sessions: 10
Number of Teacher Trainees: 95
Consultants: Prof. James Malfetti, Teachers College, Columbia Univ.
Dr. Geoffrey Esty
Mrs. Helen Southard, Director, Bureau of Research & Program Research YWCA
Miss Mary Fitzgerald, Director of Bureau of Health & Physical Education
Mr. Abraham Marten, Assistant Director Bureau of Health & Physical Education

District 3 Manhattan

Number of Sessions: 19
Number of Teacher Trainees: 90
Consultants: Prof. James Malfetti, Teachers College, Columbia Univ.
Dr. Lawrence Crawley, Gyn. & Obstet., Lenox Hill Hosp.
Dr. Jerome Radin, Gr. Therapist, Postgraduate Center
Fr. Joseph Fitzpatrick, Fordham University
Dr. Vera Paster, Bureau of Child Guidance
Dr. Murray List, Gr. Therapist, Postgraduate Center
Fr. George Hagmaier, C.S.P., Marriage Counselor, SIECUS

7. Parents and Community Groups

Each district coordinator, under the direction of principals and district superintendents, utilized a program which was specifically prepared to meet the special needs of the district in accordance with the character and the internal resources of each of the local school districts. The participation of religious, health, social, college, and agency representatives was always solicited. These programs continued to be organized on both district-wide and school-wide bases. District programs were also integrated with programs sponsored by colleges, and such agencies as the Department of Health.

In school-wide programs, individual schools within districts continued to use parent group programs currently in operation. Meetings of parents, teachers, and coordinators, under the supervision of school principals, will continue to be convened to discuss the revised curriculum. Materials and methods utilized in the past will be carefully reviewed by such groups.

With respect to district-wide programs, District Advisory Councils continued to organize programs and meetings to include individual school organizations along with community groups in each of the local districts. Under the supervision of the district superintendent, these programs were planned to examine common problems and invited the continuing participation and utilization of district resource personnel and facilities.

With respect to colleges and special agencies, community and school groups continued to work with college staffs on proposals for the ongoing training of staff personnel and the expanded organization of parent workshops. The continued cooperation on special projects with the Department of Health and other special agencies was also arranged.

Parent and education courses were instituted for the first time during the Spring of 1970 in several select evening Adult Education Centers as a pilot project designed to orient and familiarize community parents about the nature and objectives of the program. It is expected that these courses will be available to parents in ten centers in all boroughs by September, 1970.

8. Audio-Visual Materials

Audio-visual and printed material have been made available for use both on a city-wide and district basis. Comprehensive lists of audio-visual materials in expanded form continue to be made available to schools by the Bureau of Audio-Visual Instruction. This list includes materials for use with children, teachers, and parents. Spanish and Chinese soundtracks have now been prepared for selected films. In addition, a meeting was held April 4, 1968, with commercial audio-visual producers to discuss current needs in the area and to give suggestions for the development of new materials. These activities were continued during 1969-1970.

9. Printed Materials

A kit of printed materials (books, periodicals, charts, etc.) for use by schools has been disseminated to each school district office. A meeting was held on June 6, 1968, with publishers of materials in the area to present needs and to suggest directions for new materials. An annotated list of recommended materials was issued every year. On July 10, 1968, publishers were invited by letter to submit current materials for review.

10. Work with College Staff

A meeting was held with college staff members in February, 1968, to ask for their cooperation in initiating pre-service and in-service programs in the field of family living. In May, 1968, a list of available summer session college courses was sent to the schools. In September, a similar listing of 1968-69 course offerings was mailed. Liaison with college personnel was continued.

11. Cooperation with the State

New York City has cooperated with the state on many aspects of the family living program. Copies of the preliminary curriculum guide, "Family Living, Including Sex Education" were made available on a state-wide basis in August, 1967. Copies of the newly revised curriculum guide were made available for dissemination throughout the state in February, 1970.

Slides taken in relation to the project have been sent to the State for possible use in a filmstrip. Tapes of training sessions, the parent brochure, Spanish and Chinese soundtracks developed by the New York City Bureau of Audio-Visual Instruction for commercial films, and other materials will continue to be shared.

In addition, the State Department of Education and New York City school system have continued in many other ways to cooperate in the research aspects of the family living program. This three-year evaluation study is expected to yield valuable guidelines for the further development of the program in the city and for programs throughout the State.

Educational Pupil Treatments

The curriculum being followed was based initially on the preliminary curriculum guide to Family Living, Including Sex Education, which was prepared in the summer of 1967; is now based on the revised guide which is currently in use. The stated time allotment for the curriculum is the same as in previous years.

1. In the elementary schools approximately 15 minutes per day, five times per week (75 minutes).

2. In the junior high schools approximately 20 minutes per day, two times per week (40 minutes).

3. In the senior high schools approximately 40 minutes per day, one day per week (40 minutes).

In the primary grades, instruction is ordinarily included in the science, health education, or social studies time allotment as a specifically identified curriculum called Family Living, Including Sex Education. In grades 5 and 6 more direct teaching is typically initiated. For example, at the fifth-grade level, the topics of puberty, fertilization, and the birth of a baby are discussed. At the sixth-grade level, menstruation, and boy-girl relationships growing out of the unevenness in development merit attention. At the eighth-grade level, emphasis is placed on the depth and significance of "crushes" and the health hazards of casual and indiscriminate sexual relationships. The time allotment continues to be flexibly based on teacher judgment and separate classes for boys and girls are utilized wherever deemed advisable.

On the secondary grade levels, the instructional format of the curriculum continues to be either specifically identified or is integrated as part of broader subject areas such as health education, guidance, science, and the like, or is presented in combinations of both types of format. Discussions revolve around more mature topics such as the importance of self and mutual responsibilities in boy-girl relations, the resources available in meeting problems that may arise, preparation for marriage, family structure in America and other cultures, and special sociological problems in a complex society. Only factual information on controversial issues are provided. The sources for additional information are stressed, as the home, clergy, family doctor, health center, and other agencies.

Instruments Used and Data Analysis Procedures

A comprehensive evaluation of pupil outcomes with respect to the implementation of a new curriculum, particularly one of a psychological nature such as Family Living, Including Sex Education, must necessarily include an assessment of attitudinal reactions. One immediate problem in the assessment of attitudes in the relatively undeveloped area of sex education is the lack of instrumentation which can be used for evaluating purposes. In the absence of any available measures, scales from last year's evaluation were utilized for the purpose of evaluating attitudinal reactions to the program objectives of the Family Living, Including Sex Education Program. The objectives of the program which the scales are designed to measure were included in the Introduction section of this report.

The instrumentation developed are of two types, a pupil attitude scale for grades 6-12 and a teacher scale for grades 6-12. Copies of both instruments may be found in the Appendix.

(1) Pupil Attitude Scale, Grades 6-12. The pupil scale titled, "What Do You Think About Family Living, Including Sex Education" is a 20 item, multiple-choice type measure. Each of the 20 items contains five response categories. The items are derived from the revised program objectives of the Family Living, Including Sex Education Program, as cited in the Introduction section. The method of administration of the pupil scale followed a uniform set of instructions. The instructions are stated in the Directions section of the scale and were personally administered to the student sample by both investigators.

Measure of Reliability. The "split-half" or "odd-even" method of correlation was employed by dividing the instrument into two alternate forms of ten items each. The correlation was then computed for these half tests. From the self-correlation of the half tests, the reliability coefficient of the whole test was then estimated by use of the Spearman-Brown prophecy formula.

Accordingly, measures of reliability were estimated for grade levels six, eight and eleven with the following results: For grade six the correlation (r) for the whole test is .86, for grade eight the r is .83 and for grade eleven the r is .85. These results suggest a fairly high and consistent level of reliability for the instrument at the third grade levels. These results are quite consistent with the correlation coefficients found in the previous two years. Last year, the correlation for grades six, eight and eleven were .88, .89, and .86, respectively; and in the previous year, the correlation for grades six, eight and eleven were .89, .84, and .87, respectively.

(2) Teacher Attitude Scale, Grades 6-12. The teacher scale concerning pupil attitudes for grades 6-12 closely parallels that of the pupil scale for grades 6-12. Except for minor differences in the title page and directions, the content and format of both instruments is very similar. The reason for this similarity is to determine how closely teacher and class perceive class attitude outcomes as measured from a similar set of questions. Accordingly, each teacher was asked to give her reaction as to how she thinks the majority of her class feels toward each scale item. In other words, the teacher was asked to respond according to what she believed to be the class' feelings toward each question. Results of last year's teacher and class comparisons for the sixth, eighth and eleventh grade levels can be found in the section which follows, Estimate of Scale Validity. The scale was administered to the class teacher by one of the investigators at the same time the class was being given its instrument. The uniform set of instructions for the administration of the instrument can be found in the Directions Section of the scale (see Appendix).

Measure of Reliability. The measure of reliability for this instrument was established last year and is the same as that employed for the Pupil's Scale. As was cited in last year's report, the split-half coefficient, Spearman-Brown formula was used and yielded a correlation of .86. This estimate was based on the responses of the group of thirty-three teachers from grades six, eight and eleven, to whom the scale was administered by one of the investigators at the same time each of the thirty-three classes were being given their instrument.

Estimate of Scale Validity, Pupil Attitude Scale, Grades 6-12. The estimate of validity for the pupil attitude scale, grades 6-12, was determined last year. As was cited in last year's report, this estimate was a concurrent type of validity involving teacher ratings obtained from the teacher's scale, grades 6-12, as the criterion of comparison. It should be recalled, that the content of the questions for the teacher and pupil scales, grades 6-12, is very similar for both instruments. To reiterate, the rationale for this procedure was to determine how closely teacher and class perceive class attitude outcomes as measured from a similar set of questions. As such, each teacher involved in the instructional process of the student sample was asked to give her judgment as to how she thinks the majority of her class feels toward each questionnaire item. In essence, the teacher was asked to respond according to what she believed to be the class' feelings toward each question. The teacher's scale was administered to the class teacher by one of the investigators at the same time the class was being given their questionnaire.

Class and teacher modal responses for each of the 20 multiple choice scale items was determined for the sixth, eighth, and eleventh-grade levels. For example, at the sixth-grade level, the modal responses for 13 classes and their respective teachers were determined for each of the 20 items. The modal response pattern (profile) of the 13 classes combined was then compared with the modal response pattern of the 13 teachers combined. A percentage of agreement between both types or modal response pattern was then determined to arrive at an estimate of validity of the concurrent type. The same procedure was followed with the eighth and eleventh grade levels. All told, there were 32 classes and 32 teachers. One teacher in the sixth grade failed to return her scale. In all, therefore, every class in the student sample except one had a corresponding teacher scale.

Based on the results for the 13 classes of the sixth-grade level, the percentage of agreement ranged from a high of 80% to a low of 25%. The median percentage for the grade level was 65%, which suggested a moderate degree of congruence.

Similarly, the results for 12 classes at the eighth-grade level showed the percentage of agreement to range from a high of 85% to a low of 50%. The median percentage for the grade level was 70%, which suggested a moderate degree of congruence.

Results from seven classes and their teachers at the eleventh-grade level showed the percentage of agreement to range from a high of 70% to a low of 30%. In this case the median percentage for the grade level was 60%. The relatively lower median percentage for the eleventh grade probably reflected a more individualistic, differentiated way of thinking about sex education among students and between students and teacher at this age level. It was also assumed that the instrument does not adequately reflect the more sophisticated level of scale material appropriate for an older and more mature age group of students.

Achievement Tests

The use of standardized achievement tests to measure instructional outcomes in this curriculum area was considered from many points of view. There were objections to the use of such tests on the grounds that instruction would be straight jacketed to conform to the test used. There were no tests generally available in the area. The curriculum was new and neither it nor any available test was developed in terms of their mutual contents. The curriculum itself was designed to act generally as a guide, and was variously used in schools and districts. On the other hand, it was asserted that achievement test results would provide a valuable guideline in discussing similarities and differences in program implementation. It was also thought that achievement testing would delineate and define more clearly the purposes and contents of this curriculum area in the minds of school staff members.

Preparation for such testing program began during the school year 1967-1968, the first year the program was implemented. During the second half of the instructional year approximately 80 teachers involved in instructing pupils were solicited for questions which they, based on their classroom experience, believed appropriate for determining knowledge outcomes. None of these questions were used with pupils the first year. The second year, 1968-1969, of program implementation saw the expansion of this effort to produce additional questions. District coordinators and curriculum consultants worked, with classroom teachers, in an effort to construct a knowledge test. A committee of staff members reviewed the questions submitted in the light of the textbooks, the training guides, the curriculum guide, and the practices utilized in the classroom instruction. Experimental forms of tests for three grade levels, the 11th, the 8th and the 6th, were prepared, and administered in 1968-1969. The results were analyzed and test items which appeared to function poorly were replaced by new items or choices based on an item analysis, and new 1969-70 test forms were prepared.

Due to the administrative reorganization necessitated by increased school decentralization initial testing was not scheduled until February, 1970. At this time a number of experimental and control group of pupils in the 6th and 11th grades were tested. A second test administration in the same schools took place in June 1970.

The sixth grade group tested and reported on represents an approximately even distribution of boys and girls. The eleventh grade group is almost entirely composed of girls. Both groups represent a pupil total which is considerably less than the total number of pupils tested. A number of factors are responsible for this situation.

Participation in this testing program was entirely voluntary on the part of the schools. From among those schools which agreed to participate only schools with classes both receiving and not receiving instruction in this area were accepted for testing.

Ordinarily it would have been desirable to choose a number of control classes from schools which did not have the program. The necessity for orientation and discussion with staff members and parents involved in utilizing this procedure in non-program schools however made this impractical. Since the testing was anonymous it was necessary to choose schools in which the classes receiving and not receiving this instruction were of approximately equal academic standing.

This reduced the number of usable schools considerably. It was also necessary to drop from the June testing a number of schools which participated in the February tests. In some of these schools the planned amounts of classroom instruction in this area were not realized. Others were dropped at their own request. As a result the number of students tested and available for purposes of comparison was curtailed.

Measures of Reliability

The Kuder Richardson technique was utilized with the tests analyzed in both 1968-69, and 1969-70. These reliability measures are presented in Table 1 below.

Table 1

Kuder Richardson Reliabilities on Achievement Tests

	6th Grade	11th Grade
Reliability 1969-70	.86	.67
Reliability 1968-69	.75	.68

Estimate of Validity

The absence of concurrent measures of pupil knowledge in this area presented difficulties in the area of test validation. The review of course content and grade materials by a large pool of teachers and staff members, previously mentioned, in the preparation, review, and selection of items for inclusion in the test attempted to assure content validity, based on the judgment of this jury.

Technical Procedures. The technical procedures used for data analyses include "t" tests of statistical significance:

a) Between mean attitude scores of pupils for grades 6 and 8.
b) Between mean attitude scores of pupils for grades 6 and 11.
c) Between mean attitude scores of pupils for grades 8 and 11.
d) Between mean achievement scores of experimental and control groups for grade 6.
e) Between mean achievement scores of experimental and control groups for grade 8.
f) Between mean achievement scores of experimental and control groups for grade 11.
g) Between mean achievement scores of initial and final test administrations in grades 6 and 11.

Participating Supervisory and Instructional Personnel

As was the case in the prior two years, observations and judgments of participating personnel were utilized in gathering evidence of the effective operation of the program. All district superintendents and district coordinators were again asked to complete specially constructed questionnaires. Random samples of principals and teachers were asked to participate in the evaluation survey. Selected teachers were asked to complete a questionnaire pertaining to their participation in a 15 session T.V. in-service workshop program, the details of which are presented toward the end of this section.

Pupil Attitudes

Another approach utilized in gathering information was accomplished by means of a specially developed pupil measure for assessing attitudinal outcomes with respect to the program objectives.

Involved in the analysis of the attitudinal evaluation phase of the investigation was a sampling of 139 sixth-grade students, 66 eighth-grade students, and 157 eleventh-grade students. In comparison with last year's student sample, a somewhat smaller sampling resulted this year in the interest of obtaining a more representative group of sixth, eighth, and eleventh-grade students. In each case, before testing, the investigator obtained the approval of the community superintendent, principal, district coordinator, and teachers concerned.

It may be noted that the methods of implementing the program in Family Living, Including Sex Education, varied from district to district and from school to school in response to local community needs. Some districts have presented the curriculum units in a classroom situation where the lessons are identified specifically as classwork in Family Living, Including Sex Education. Other districts have incorporated the same materials without specific identification, as part of the instruction in other curriculum areas or subject classes such as Health Education, Guidance, Science and the like. In all cases of the students in the current sampling, the curriculum was specifically identified in the instructional process as Family Living, Including Sex Education.

Comparisons of mean scores on the pupil attitude scale were determined according to grade level. The statistical significance of the comparisons were derived by means of the "t" test between mean attitude scores of pupils for grades 6 and 8, 6 and 11, and 8 and 11.

TABLE 2

Comparison of Mean Attitude Scores of Students
For Grades: 6 and 8, 6 and 11, 8 and 11

Grade	N	Mean	S.D.	Mean Difference	Standard Error of Difference	t	P
Sixth	139	38.00	9.00	3.73	1.50	2.48	.01
Eighth	66	41.73	11.83				
Sixth	139	38.00	9.00	9.00	1.25	7.20	.01
Eleventh	157	47.00	12.00				
Eighth	66	41.73	11.83	5.27	1.76	2.99	.01
Eleventh	157	47.00	12.00				

Table 2 presents a comparison of the mean attitude scores for grades 6 and 8, 6 and 11, and 8 and 11. Examination of Table 2 reveals that the eleventh-grade students scored significantly higher than their eighth and sixth-grade counterparts. The difference was greatest between the eleventh and sixth-grades where the t value is 7.20, which is highly significant at less than the .01 level. For grade eleven the mean score and standard deviation were 47.00 and 12.00, respectively, and for grade six, the mean score and standard deviation were 38.00 and 9.00, respectively. A mean difference of 9.00 and a standard error of mean difference of 1.25 also exist between these two groups. Eleventh-grade students also scored significantly higher over the eighth-grade students, where the t value was 2.99, again significant at less than the .01 level. The mean difference and standard error of difference between the latter groups was 5.27 and 1.76 respectively. The eighth graders showed a mean of 41.73 and a standard deviation of 11.83.

Thus, the data from Table 2 show that the attitudes of the eleventh-grade students to the program objectives are more favorable than those of the sixth and eighth-grade students. For all three groups, however, these mean scores reflect an overall favorable outcome by the majority of students toward the program objectives. For instance, when the mean attitude score of 47.00 for eleventh-grade students is transmuted in terms of the value of the response category of the rating scale used, the resultant figure of 2.4 falls within a positive response range of "Good" to "Very Good." Similarly, but to a somewhat lesser degree, the same overall favorable outcome holds true for the eighth and sixth grade students sampled, where the resultant figures are 2.1

and 1.9 respectively. Thus, while it is true, in a comparative sense, that eleventh-grade students did, in effect, score significantly higher than the eighth and sixth-grade students, the fact remains that both the eighth and sixth-grade students overall attitudinal response patterns reached a favorable level but not quite as high as the sixth-grade students.

It is interesting to note that in the previous two years eleventh-grade students scored significantly lower than sixth and eighth-grade students, but that in the current year, the eleventh graders sampled scored significantly higher than their eight and sixth grade comparison groups. One possible explanation for this reversal, other than sampling error, may be attributable to the fact that the eleventh-grade curriculum in Family Living, Including Sex Education, was more fully developed and defined this year than was true in the previous two years of the program's existence. As a result, according to reports given the investigators by the chairmen of the high school departments sampled, learning was conducted in an atmosphere this year where classroom instruction was comparatively more frank and thoroughly discussed than in previous years.

Pupil Achievement Test Results

The scores achieved on the test administrations at the 6th and 11th grade levels during the 1969-70 school year and at the 6th, 8th and 11th grade levels during the 1968-69 school year appear in Table 3 below. The 1968-69 results represent a single testing on assigned experimental and control classes in the same school administered in May, 1969. The 1969-70 results represent before and after testings in the same classes conducted in February and June, 1970.

Table 3A
Pupil Achievement Test Results
1968-69 School Year

Grade 6

Experimental Group	33 Item Test	Control Group
247	Number of Pupils	134
17.50	Mean Score	14.78
5.25	S.D.	5.57
+ 2.72	Mean Difference (Ex.-Cont.)	- ---

Grade 8

Experimental Group	30 Item Test	Control Group
81	Number of Pupils	94
11.01	Mean Score	11.02
3.47	S.D.	2.82
+ ---	Mean Difference (Ex.-Cont.)	- .01

Grade 11

Experimental Group	40 Item Test	Control Group
295	Number of Pupils	152
19.49	Mean Score	20.01
5.64	S.D.	5.03
+ ---	Mean Difference (Ex.-Cont.)	- .52

Table 3B
Achievement Test Results
1969-70 School Year

Grade 6

Initial Test February 1970	24 Item Test	Final Test June 1970
109	Number of Pupils	67
12.15	Mean Score	15.61
5.37	S.D.	5.95
---	Mean Difference (In.-F.)	+ 3.46

Grade 11

School I
24 Item Test

257	Number of Pupils	232
12.19	Mean Score	13.40
3.64	S.D.	4.07
---	Mean Difference (In.-F.)	+ 1.21

School II

97	Number of Pupils	115
12.80	Mean Score	12.88
3.25	S.D.	4.77
---	Mean Difference (In.-F.)	+ .08

As described on page 20, a number of restrictions operated to curtail the availability of pupil groups for test administrations in this instructional program. In 1968-69 only one test administration was possible. The experimental groups were chosen from classes which had been instructed in the curriculum during the previous term. The control group consisted of classes which had not been so instructed. These were chosen from classes equated in ability to the experimental group by school officials and teachers. In 1969-70 it was possible to include two testings, a before and after measure, in certain schools. However, the test data available for final comparison was reduced as has been previously explained. The results reported, therefore, should be considered in the light of these restrictions, which were described on pages 20 and 21.

The mean differences reported at the 6th grade level in Table 3A above for 1968-69 demonstrate a statistically significant difference beyond the .05 level for the instructed pupil groups. No statistically significant difference between the experimental and control groups at the .05 level is indicated for the 8th and 11th grades.

The mean differences reported at the 6th grade level in Table 3B above for 1969-70 demonstrate a statistically significant difference at less than the .05 level for the instructed pupil group. At the 11th grade level the students instructed in this program appear to do significantly better at the .05 level

in School I but not in School II.

In both 1968-69, and 1969-70, the 6th grade differences, from various schools, appear to be consistently supportive of the instruction, or the content of the test used, or both. The 11th grade results are mixed, and in general, appear not to show significant differences either as a result of the instruction, the content of the test used, or both, with the exception of School I in 1969-70.

In explanation it should be noted that the 6th grade instructional program in this area is generally more extensive and structured in most schools. In the elementary schools it is included in the regular on-going classwork, and at the intermediate and junior high schools, it usually becomes a unit in the regularly scheduled Humanities course. The 11th grade program is generally presented in the Hygiene class, or as supplementary instruction in the Health and Physical Education classes.

In addition, the answers identified as correct were selected by the teachers, coordinators, and curriculum consultants, who participated in the test construction. It may be that a large number of 11th grade students hold different positions with respect to certain of those answers considered correct by the jury of consultants employed in test construction, in contrast to the 6th grade pupils tested.

Until therefore a great deal more work and analysis is completed with tests in this area, it is recommended that these results be considered primarily suggestive and exploratory rather than final and definitive judgments with respect to the instructional program or the contents of the tests used.

Parents of Participant Children

Answer Sheet for Parents of Participant Children in the F.L.I.S.E. Program

Essential to the success of a family living and sex education program is the need for active participation of parents. One aspect of this participation entails the exploration of parental feelings about the needs and reactions of their children to the curriculum, as well as the opinions of the parents about select aspects of the program as a whole. Toward these ends, a one-page Answer Sheet (see Appendix) was developed comprising four items soliciting parental information as to how much value the program has been for their son or daughter, the amount of interest the parent has in the program, how much the parent feels she has learned about the program from the local school, and the extent to which the parent is able to participate in the program at the school. The respondent was asked to rate each of the four items on a four-point scale. In addition, space was provided on the Answer Sheet for inclusion of comments, if any, for improvement of the program.

A sample of parents of participant program children, drawn from six schools (2 senior high, 1 intermediate and 1 junior high, and 2 elementary), were asked to return their completed Parent Answer Sheets. These six schools were randomly selected from among those surveyed in the attitude and achievement testing of the participant program students in June 1970. All of the parents of these participant students were included in the survey, thereby reflecting parental opinion on the elementary, junior and senior high school levels.

For the elementary, junior high and intermediate schools, approval to sample parental opinion was obtained from the local community superintendent and from the school principal. For the two high schools, approval was obtained from the central-office superintendent in charge of the High School Division, the school principal, and the chairmen of the school's Departments of Physical and Health Education for Boys and Girls.

The Parent Answer Sheet was distributed to all the participant students in June, at the time of their attitude and achievement testing. Each Parent Answer Sheet was enclosed in a specially prepared large manila envelope. The students were then asked to take these envelopes home to their parents, after being oriented as to the nature and purpose of the request. The envelopes contained the Parent Answer Sheet with an attached covering letter and a stamped addressed envelope for return mailing of the Answer Sheet by the parent. The covering letter, signed and approved by the school principal and class teacher, states the purpose and procedure for the completion and return of the Answer Sheet (see Appendix).

All told, 194 parents of participant program children from the six schools surveyed returned completed Answer Sheets. The number of returns represents approximately 10%-15% of the actual number of parents sampled. This somewhat low rate of return may be attributable in large measure to the fact that the parents were not communicated with directly by the investigators. Rather, communication was transacted indirectly to the parent through the brief orientation provided the student at the time he was tested, and through the covering letter attached to the Answer Sheet the parent received from her son or daughter. It is reasonable to assume that if the parents had been directly oriented by the

investigators themselves at a Parent Association Meeting or Parent Workshop, the rate of return would probably have been much higher. This type of approach is recommended, along with follow-up procedures, for future parent opinion surveys.

TABLE 4

RATINGS OF 194 PARENTS OF PARTICIPANT CHILDREN ABOUT SELECT ITEMS OF THE F.L.I.S.E. PROGRAM*

Items	RATING ** Very Much		Much		Little		None	
	N	%	N	%	N	%	N	%
1. How much value has the Program been for your son (daughter)?	54	28.0	73	37.8	57	29.5	9	4.7
2. How much interest do you as a parent have in the Program?	69	35.6	69	35.6	35	18.0	21	10.8
3. How much have you learned about the Program from the school?	20	10.3	27	13.9	69	35.6	78	40.2
4. How much could you participate in the Program at the school? (Parent Workshops, meetings, etc.)	10	5.2	22	11.4	65	33.9	96	49.7

* Not all 194 parents answered every item.

** Parental ratings for each item are arranged by frequency and percent of response.

Table 4 summarizes the ratings of 194 parents of participant program children with respect to four selected items of the Family Living curriculum. As previously mentioned, this sample of parents was drawn from six schools: 2 senior high, 1 junior high and 1 intermediate and 2 elementary. In view of the fact that the pattern of parental response was quite similar from each of the six schools, it was deemed appropriate to combine these responses into one overall program response pattern.

An examination of Table 4 shows that 66% of the 193 responding parents judged the program as having been of "very much" and/or "much" value to their children (item 1). Only 4.7% of the parents felt the program was of no value to their children. Over 71% of the parents indicate an expression of "very much" and/or "much" personal interest in the program (item 2). On the other hand, the majority of parents, 76%, indicated that they have learned "little" or "nothing" about the program from the school itself (item 3). Thus, it would seem that one of the major tasks facing the schools is to help sensitize and orient the parents of children currently being instructed in Family Living, Including Sex Education. Specifically, it is recommended that channels of communication between parent and school be established through Parent Association meetings and Parent Workshops to afford parents and interested members of the community the opportunity to openly discuss their needs and to express their wants and recommendations. It is possible that once the parents feel they have sufficient knowledge and ongoing dialogue with the school concerning their role in the program, they may then feel more inclined to actively participate. The importance of involving more parents, in various ways, in the program is reflected in their reply to item 4. The data show that 84% of the respondent parents can involve themselves in the school program to only a "little" or "no" extent.

In summary, within the limits of the 10%-15% rate of return, the results of this survey show that the majority of parents of participant program students sampled, deem that the Family Living curriculum has been of "very much" and/or "much" value to their children during the current school year, and that these parents have indicated an expression of "very much" and/or "much" personal interest in the program. Nevertheless, since most of the parents feel they have learned "little" or "nothing" about the program from the school itself, it was recommended that specified channels of communication be established between the school and the parent-community to create an ongoing dialogue and to hopefully lay the groundwork for the active involvement of more parents, which the survey found to be sorely lacking.

SUMMARY OF DATA FROM STAFF QUESTIONNAIRES

DISTRICT SUPERINTENDENTS

District Superintendent Questionnaire - A questionnaire (see Appendix), composed of 12 items was prepared to obtain the district superintendent's reaction to selected aspects of the overall program. The questionnaire was sent to each of the 30 participating district superintendents. Of the 30 district superintendents, 17 returned completed questionnaires. It should be noted that in some districts either the program was not in operation or was only in the beginning stages.

School's Participation - The first item of the questionnaire was concerned with the extent of school participation in the program. Based on the 17 returns, 143 schools were reported to be involved in the Family Living, Including Sex Education program. The number of schools per district where pupil instruction in Family Living was being provided varied from 1 to 24, with a median of six schools.

With respect to the extent of the implementation of the program for the school year 1969-1970 (item 2), eight of the superintendents responded that the implementation goals were achieved with "much" success, and two superintendents responded with a rating of "very much" success. Six superintendents reported that the goals were achieved "somewhat" successfully, and only one superintendent responded with a rating of "not so much." Thus, all but one of the 17 superintendents who returned completed questionnaires deemed that the program's goals had been achieved during the current school year with a range of "some", "much" or "very much" success.

Community's Reaction to the Program - The district superintendents were asked to judge general types of reactions of the parents and community in their school district toward the implementation of the program. The district superintendents were asked to judge these reactions by answering a series of questions on a five-point scale (items 3-8). Nine of the respondents indicated that they received "much" support from parental or community sources for the instructional program, one respondent indicated "very much" support, six respondents indicated "some" support, and only one respondent indicatad "little" support (item 3).

When queried as to how much criticism, if any, had come from any parental or community source this school year concerning the program (item 4), seven of the seventeen responding superintendents indicated "little", five indicated "none", and the remaining five indicated "some." The range of criticism varied, namely, "qualification and character of teachers", "who will teach my children", "have the teachers been properly instructed", the notion that program "belongs in the home", the question of the "teaching of moral values and the possible conflict with family and religious values", the notion that this sort of education will lead to experimentation especially if taught at the beginning grade levels, and finally, concern that the program is part of a "communist plot."

Since the introduction of the program, eight superintendents reported that parental involvement in district activities had "increased somewhat", two superintendents reported that parental involvement "increased greatly", and seven superintendents reported "no significant change" in parental involvement between this year and last year (item 5). In addition to the level of parental involvement, the superintendents were asked to evaluate the nature of this involvement in terms of its apparent effect on the program in the respective district schools. Favorable results were obtained in that fourteen of the

superintendents reported feeling that the parents involvement in the program had a "favorable" effect, one superintendent felt the parental involvement had a "very favorable" effect, and two superintendents felt parental involvement in their districts had "no effect" (item 6).

With respect to plans for the orientation and subsequent involvement of the parents for the next school year, 1970-1971, eleven superintendents indicated their intentions to "expand the current program in their district, where possible", and four superintendents indicated they plan "to continue the current program in their school district, where possible." (item 7). Two superintendents failed to respond to item 7.

Eight superintendents responded affirmatively that the local school board in their district has a parental or community council or group presently participating in an advisory capacity in the implementation of the Family Living, Including Sex Education program; seven superintendents responded that no such groups currently exist in their districts (item 8). Two superintendents failed to respond to item 8.

Teacher Training - Ongoing training programs have been introduced and implemented to orientate and instruct the teaching staff in the objectives and methods of the instructional program in Family Living, Including Sex Education. Accordingly, the superintendents were asked to assess current teacher training programs, centralized and decentralized, in their districts. Nine superintendents deemed that the training "had been adequate, but more is needed", four deemed the training "adequate" and one rated the training as having been "better than adequate." Two superintendents assessed the training as having been "less than adequate" and one superintendent deemed the training in his district as having been "inadequate" (item 9).

In view of the fact that the Family Living program has been operative in most of the districts from one-to-two years, recommendations were elicited from the district superintendents for the further improvement of their teacher training programs in Family Living, Including Sex Education (item 10). Table 5 summarizes the district superintendents' recommendations for program improvement in teacher training.

TABLE 5

DISTRICT SUPERINTENDENTS' RECOMMENDATIONS FOR CONTINUED IMPROVEMENT OF TEACHER TRAINING PROGRAM IN FAMILY LIVING, INCLUDING SEX EDUCATION

RECOMMENDATIONS	NUMBER OF SUPERINTENDENTS
1. Provide in-service course for teachers who will teach F.L.I.S.E. (Includes improvement of T.V. in-service course; further sensitivity training on a centralized basis).	4
2. Create a position for a full-time coordinator and a key teacher to give in-service courses and to assist teachers in the school.	3
3. Need for additional monies.	3
4. Need for additional personnel.	2
5. Establish licensing requirements that will include courses in sex education and sensitivity training.	1
6. To continue the present regulation of allowing salary credit for in-service coursework after school hours.	1
7. Secure cooperation of more principals to implement the program with Parent Association consultation.	1
8. Need for program to be mandated.	1
9. Need for central headquarters experts.	1
10. A training program for supervisors in charge of the program in the individual schools. The training program should be similar to that given to the district coordinators of the program.	1

An inspection of the data in Table 5 reveal that the uppermost concerns among the district superintendents for the further improvement of the teacher training program includes: The provision of in-service courses including improvement of the T.V. course and a continuation of sensitivity training techniques; the creation of a full-time position for coordinators and key teachers to give in-service courses and to assist teachers in the school; and the necessity for additional funds to sponsor the recommendations cited. Of the seventeen superintendents who returned completed questionnaires, three failed to offer recommendations for the continued improvement of the teacher training program.

FUTURE PLANNING AND PROGRESS OF THE PROGRAM

With respect to future plans of the district superintendents concerning instruction in Family Living for the school year 1970-1971 (item 11), eleven proposed to expand the current program in their school district where possible, and four decided to continue the current program. Two superintendents failed to respond to item 11.

Finally, the district superintendents were called upon to indicate what they considered to be the most important priorities for the further improvement of the current program in Family Living. Among the most important considered priorities stated by the district superintendents were: increase teacher-training facilities and courses, appointment of a full-time Family Living Coordinator, greater involvement of heads of schools, mandation of the program, increased allocation of monies for purchase of audio-visual aids and textbooks, provision of after-school in-service courses or workshops where both instructors and teachers are paid, approval and direction from the local community school board, parent education workshops, changing attitudes of parents, and an overall expansion of the program to inform community and P.T.A. groups about the program.

DISTRICT COORDINATORS

District Coordinators of Family Living, Including Sex Education - A district coordinator for Family Living, Including Sex Education was appointed in each of the 30 school districts. However, the appointee to this position was typically a coordinator of other district programs and consequently could devote only a portion of his or her time to the program. In this, the third year of implementation, more than eight of the districts appointed an additional staff member to both assist in coordinating the district program and to provide a trained back-up staff member for possible future use in implementing the program.

District Coordinator Questionnaire - A questionnaire (see Appendix), composed of 11 items was developed to obtain the district coordinator's reaction to selected aspects of the program as a whole. The questionnaire was mailed to each of 30 participant coordinators. Of the 30 district coordinators, 23 returned completed questionnaires.

School's Participation - The first item of the questionnaire asked whether a program of instruction in Family Living, Including Sex Education, was currently operative in the district to which the coordinator was assigned. Eighteen district coordinators replied affirmatively and five coordinators replied negatively. Among the latter group, however, two coordinators indicated that their school district plans to begin instruction in Family Living for the next school year 1970-1971. It should be noted that of the 23 coordinators who returned questionnaires, only 18 coordinator questionnaires will be referred to in the analysis which follows, since the remaining 5 district coordinators could not complete the questionnaire beyond item 1, because no program was operative in their district at the time they were sampled.

With respect to the number of schools providing instruction in Family Living, Including Sex Education (item 2), the tally for the 18 responding coordinators was 188 schools, with a median of 9 schools. The number of participant senior high schools for the school year 1969-1970 can be found in a subsequent portion of this chapter devoted to the Senior High School Surveys for the Fall of 1969 and Spring of 1970. On the basis of this information, the coordinators were then asked (item 2.1) to indicate the number of schools in their district providing instruction for each of four selected grade groupings: grades pre-kindergarten to 2, 3 to 4, 5 to 6, and 7 to 8. The data show that 87 schools provided instruction in grades pre-kindergarten to 2, 56 schools in grades 3 to 4, 91 schools in grades 5 to 6, and 63 schools in grades 7 to 8.

In addition, when asked to judge at which one of the grade levels is improvement in the instructional aspect of the program most needed (item 3), six of the eighteen responding district coordinators indicated grade 6, each of four different coordinators indicated grades 4, 5 and 7, and three coordinators indicated grade 8. Each of the remaining three coordinators individually judged grades pre-kindergarten, kindergarten, and 1; whereas grade 2 was not selected by anyone.

Besides being queried as to the number of participant schools currently providing instruction in the program in the local districts, the district coordinators were also asked to indicate the number of schools that provided instruction last year (item 4), and the number of schools contemplated to provide instruction for next year, 1970-1971 (item 5). The data show a combined total of 107 schools which provided Family Living instruction last year as compared with 183 schools for the current year, 1969-70; an increase of 81 schools. One of the coordinators did not respond to item 4 concerning last year's schools. For the school year 1970-71, the data obtained for item 5 show a projection of 154 schools anticipated by the coordinators to provide program instruction for next year. It should be noted though, that five of the eighteen responding coordinators did not answer item 5, thereby lowering the estimate of the total number of schools that will actually be offering program instruction for next year.

In response to being asked whether separate sex instruction classes are advisable for instructional purposes at any particular grade level(s), the district coordinators were equally divided, eight replying "yes" and eight replying "no" (item 6). Tow coordinators did not respond. The eight coordinators answering affirmatively were then asked at which grade level(s) they would recommend separate classes for boys and girls (item 6.1). Six coordinators recommended grades 5, 7 and 8, and five coordinators recommended grade 6. Grades pre-kindergarten through grade 4 were not recommended for separate sex education instruction by any of the eight coordinators.

In view of the fact that the Family Living Program has been operative in most of the districts, from one-to-two years, judgments were elicited from the district coordinators concerning the adequacy of the program as it applies to select areas (item 7), and as it applies to training and/or orientation programs conducted during the school year (item 8). Table 6 summarizes the level of adequacy of the program applicable to selected areas.

An inspection of the data in Table 6 reveals that all of the selected areas of the program, except Audio Visual Materials, were judged by most of the 18 responding district coordinators as either "adequate," "good," or "excellent." The area of Favorable Pupil Attitudes, above all others, stands out as the most adequately rated area of the entire program with the best overall mean rating of 3.4. Nine of the coordinators judged Favorable Pupils Attitudes as excellent, six as good, and two as adequate; no one judged it as fair or poor. This specific finding lends additional support to the overall favorable attitudinal response pattern found among the students themselves, as cited earlier in this chapter in the section on Pupil Attitudes.

Also noteworthy of the data in Table 6 is that most of the responding district coordinators deemed the adequacy of the following training and orientation programs as "good": Teacher Effectiveness and Implementation of Curriculum Guide (each of 12 coordinators for both areas), and Favorable Reactions of Community To Program (11 coordinators). On the other hand, one program apparently in need of improvement is Audio Visual Materials, in that half of the 18 coordinators judged this area as either "fair" or "poor," with the lowest designated overall mean rating of 1.7.

TABLE 6

DISTRICT COORDINATORS' JUDGMENTS OF ADEQUACY OF PROGRAM AS IT APPLIES TO SELECT AREAS*

Select Areas of the Program	Overall Mean Rating	Scale Levels of Adequacy of Program**				
		Excellent (4)	Good (3)	Adequate (2)	Fair (1)	Poor (0)
1. Favorable Pupil Attitudes	3.4	9	6	2	0	0
2. Favorable Reactions of Community to Program	2.9	3	11	1	2	0
3. Teacher Effectiveness	2.9	2	12	2	1	0
4. General Administrative Cooperation	2.6	3	9	3	2	1
5. Printed Curriculum Materials	2.5	1	6	6	3	2
6. Parental Involvement	2.4	3	7	1	6	0
7. Level of Pupil Knowledge	2.3	1	7	3	1	1
8. Teacher Training	2.3	3	7	1	6	1
9. Implementation of Curriculum Guide	2.0	0	12	3	3	0
10. Scheduling Time In School Day	2.0	0	8	4	4	2
11. Audio Visual Materials	1.7	3	2	4	5	4

* Not all 18 district coordinators answered every sub-item.

** Each of the five levels of adequacy of the program was assigned a scale value from which the overall mean ratings were determined for each of the 11 select areas of the program. The scale values assigned are: Excellent = 4, Good = 3, Adequate = 2, Fair = 1, Poor = 0.

On the whole, the data in Table 6 show that the majority of respondent district coordinators view the overall adequacy of the program, in all but one of the selected areas cited, as ranging from adequate to excellent, wherein the area of Favorable Pupil Attitudes was judged the most excellent aspect of the entire program.

With respect to item 8, Table 7 summarizes the judgments of the district coordinators concerning the level of adequacy of training and/or orientation programs, formal or informal, which they conducted during the school year with school principals, school staff and parent and community groups. Each of the 10 programs was conducted in cooperation with the City-Wide Coordinator for F.L.I.S.E.

TABLE 7

DISTRICT COORDINATORS' JUDGMENTS OF ADEQUACY OF SELECT SCHOOL DISTRICT TRAINING AND ORIENTATION PROGRAMS FOR ADMINISTRATIVE, STAFF, AND COMMUNITY GROUPS*

Administrative, Staff, and Community Groups	Level of Adequacy of Program				
	Excellent	Good	Adequate	Poor	No Program
1. Principals	2	2	5	2	6
2. Assistant Principals	0	5	2	2	8
3. Teacher Workshops	6	7	2	0	2
4. Individual Teacher Training	7	4	3	0	2
5. Paraprofessional Workshops	4	2	3	0	8
6. Parent Day Workshops	6	6	4	0	2
7. Parent Evening Workshops	2	1	2	2	10
8. Education for Parent Associations	5	5	3	3	1
9. Work With Community Groups	2	5	5	1	5
10. Work With District Advisory Council	1	1	3	1	11

* Not all 18 district coordinators answered every sub-item.

The data from Table 7 show that most of the 18 respondent coordinators judged the Individual Teacher Training Program as the most adequate program they conducted during the current school year. Seven district coordinators deemed the Individual Teacher Training Program as "excellent," four coordinators deemed it "good," and three coordinators deemed it "adequate." Two coordinators had no such program, and two coordinators failed to judge that program. Following close behind the Individual Teacher Training Program as very adequately judged programs were: Teacher Workshops, Parent Day Workshops and Education for Parent Associations. Several programs were deemed by most coordinators either as "poor" or non-existent, such as: Parent Evening Workshops, Work With District Advisory Council, and Assistant Principals. In two other programs, the respondent district coordinators were about equally divided as to whether the program was either "adequate," "good," "excellent," or whether it was "poor" or non-existent. These two programs are the Principal and the Paraprofessional Workshops.

The district coordinators were also asked to indicate their plans for the orientation and subsequent involvement of parents for the next school year, 1970-1971 (item 10). Nine district coordinators indicated they plan to "expand the current parent program," and seven coordinators plan to "continue the current parent program." In no instance did any coordinator plan to either "cut back" or "discontinue" their current parent program.

Suggestions and comments were then elicited from the district coordinators for the further improvement of their various types of training and orientation programs (item 9). The suggestions mentioned included the following: "programs for teachers should be instituted during the school day," "teacher training must be reinforced," "intensive teacher training (time and materials) is the key to the success of this program," "supervisor's workshops," "pressure through community groups for greater acceptance in schools," "full-time assignment for the coordinator," "sensitivity training," "more time needed for training and orientation programs," "secure cooperation of more principals to implement the program," "need for the program to be mandated," "have principals assign at least one or more teachers to attend T.V. programs scheduled for districts," "a definite place in the curriculum must be set up for F.L.I.S.E.," "have a classroom textbook for each grade level," "provide additional assistance and training for teachers to help them solve problems as they occur in the classroom," and "pay teachers to attend in-service courses."

Finally, the district coordinators were called upon to consider their most important priorities for the further improvement of the program (item 11). Among the most frequently mentioned types of priorities were: "continued education within the community involving P.T.A. groups and community organizations," "the release of teachers during school hours to attend teacher training courses," "leadership and direction by the local school board," "increased allocation of monies for purchase of audio visual materials," "mandate the program," "sensitivity training for one supervisor from each school," "greater involvement of heads of schools," "coordinators assigned full time," "expansion and extension of programs in primary grades," "preparation of reading materials for pupils in middle and intermediate grades," "translation into Spanish of materials for parents and adolescents," and "more monies for needed materials."

Survey of Schools, Principals, and Teachers Fall 1969 - Spring 1970

The survey of schools, principals, and teachers was conducted in two stages. An initial survey was conducted in the Fall of 1969 to determine the anticipated implementation of instruction in Family Living, Including Sex Education during the September 1969-June 1970 school year. Using the Fall Survey results as a basis for planning, a second survey was conducted in the Spring of 1970. A number of reasons recommended this course of action.

In accordance with directives issued by the central school board the administration of the city schools was reorganized in September 1969. The senior high schools in the city system were placed under the administrative supervision of the Office of the Superintendent for the High Schools, and the Elementary, Intermediate, and Junior High Schools within each district were more immediately administered and supervised by the local Office of the Community Superintendent. As a result it was thought the approach to school and staff surveys previously followed should be revised for the 1969-70 school year.

The local district coordinator of Family Living, Including Sex Education no longer developed and reported information concerning the senior high schools within a district. In addition the district coordinator's increased attention to the development of information in terms of specific district requirements suggested the inadvisability of unduly burdening the district coordinator with the task of reporting information in formats determined by the City-Wide Coordinator of Family Living, Including Sex Education.

In consultation with the City-Wide, and a number of local District Coordinators, of Family Living, Including Sex Education the following approach was developed. Information of a general nature would be collected in the early Fall of 1969. Schools providing this instruction would be identified, and estimates of the number of pupils and teachers involved would be prepared. On the basis of this information a survey of selected schools and staff members would be conducted in the Spring of 1970.

Survey of Senior High Schools and District Coordinators-Fall 1969

In cooperation with the Office of the Superintendent for the High Schools a survey form was prepared, approved, and distributed to 92 listed senior high schools in November 1969. This was a four item questionnaire, a copy of which is contained in the Appendix, page 22. It requested information on past, current, and planned future participation in the Family Living, Including Sex Education program

In cooperation with the City-Wide, and a number of local District, Coordinators of Family Living, Including Sex Education, a survey form was prepared and distributed to the local District Coordinators of Family Living, Including Sex Education. This form, a copy of which is contained

in the Appendix, page 12, requested information on the Elementary, Intermediate, and Junior High School programs in each district.

A summary of the distribution and returns of these survey forms is contained in the tables below.*

Table 8

Senior High School Survey -Fall 1969
Mailed and Returned

	n	%
Mailed	92**	100%
Returned	80	87%
Not-Returned***	12	13%

**List of 92 schools later revised to 90.

*** In some cases the Not-Returned survey form represent schools which called to state they had no program and saw no need to complete the form, or in one case a school which recently closed. The results for the Senior High Schools contained in the following pages are based on the 80 survey forms returned in relatively completed condition.

Table 9

District Coordinator's Survey Forms
Distributed and Returned

	n	%
Distributed	30	100%
Returned	30	100%

As a result of various contingencies the returned forms were not

* The tabled results are rounded to the nearest percent. Where the rounded result did not total 100%, the highest pre-rounded result was increased to assure a total result of 100%. In no case did this require an increase of more than 1% of the rounded result.

always complete and fully detailed. Since however this was in the nature of preliminary information the returns were accepted and summarized on the basis of the information supplied.

Senior High Schools

The senior high schools reported on past, current, and planned implementation of student instruction in Family Living, Including Sex Education as indicated in Tables 10, 11, and 12 below.

Table 10

Senior High School Survey
Fall 1969 - Prior Year

Schools Instructing in Family Living, Including Sex Education
Last School Year 1968-69

Implemented Curriculum	n	%
Yes	43	54%
No	37	46%
Schools reporting	80	100%

Table 11

Senior High School Survey
Fall 1969 - Current Year

Schools Instructing in Family Living, Including Sex Education
This School Year 1969-70

Implementing Curriculum	n	%
Yes	48	60%
No	23	29%
Undecided	9	11%
Schools Reporting	80	100%

Table 12

Senior High School Survey
Fall 1969 - Next Year

Schools Planning Instruction In Family Living, Including Sex Education Next School Year 1970-71

Will Implement Curriculum	n	%
Yes	48	60%
No	13	16%
Undecided	10	13%
Unanswered	9	11%
Schools Reporting	80	100%

The above three tables indicate a trend toward an increase in the number of Senion High Schools offering instruction in Family Living, Including Sex Education. In attempt to clarify this trend the reporting schools were categorized in terms of their plans for the current school year (1969-70), and their respectively reported plans concerning the next school year (1970-71). The results of this breakdown are presented in the table below.

Table 13

Senior High School Survey
Fall 1969 - Present and Future

Schools Categorized According to Reported Plans This School Year (1969-70) Against Reported Intentions Next School Year

	Implementation Plans Next School Year (1970-71)				
Implementation Plans This School Year (1969-70)	Yes	No	Undecided	Unanswered	Schools Reporting Total
Yes	41	1	6	-	48
No	7	12	4	-	23
Unanswered	-	-	-	9	9
School Reporting	48	13	10	9	80

The grade levels at which the reporting Senior High schools provided instruction in the program during the last school year (1968-69), and their instructional plans for the current school year (1969-70) are indicated in the table below.

Table 14

Senior High School Survey
Fall 1969 - Grade Levels Prior Year.

Grade Levels Instructed in Family Living, Including Sex Education Last School Year 1968-69

Grade Level	Number of Schools Reporting Instruction At This Grade Level	Percentage of Reporting Schools (43)
9	4	9%
10	14	33%
11	32	74%
12	14	33%

Table 15

Senior High School Survey
Fall 1969 - Grade Levels Current Year.

Grade Levels To Be Instructed In Family Living, Including Sex Education This School Year 1969-70

Grade Level	Number of Schools Reporting Instruction At This Grade Level*	Percentage of Reporting Schools (48)
9	7	15%
10	13	27%
11	34	71%
12	20	42%

The 48 senior high schools which reported plans to implement instruction during the current school year (1969-70), indicated an anticipated pupil enrollment of 20,009 pupils, and the assignment of 376 teachers

* Twenty nine of these schools reported instruction at only one grade level. Four at the 10th, 21 at the 11th, and 4 at the 12th.

to implement this instruction. The distribution of student enrollment and teacher assignments is presented in the table below.

Table 16

Senior High School Survey
Fall 1969 - Pupils and Teachers

Projected Student Enrollments and Teacher Assignments in Family Living, Including Sex Education for 1969-70 School Year in Senior High Schools. As Planned Nov. 1969

Program Population

Grade Level	Pupils		Teachers	
	n	%	n	%
9	473	2%	9	3%
10	2,872	14%	42	11%
11	14,210	71%	275	73%
12	2,454	12%	50	13%
All Grades	20,009	99%*	376	100%

*Rounding Error

Reported Staff Training

In addition information concerning the demand for teacher training was sought as an aid in planning for such instruction. The reporting schools were requested to indicate, where known, the participation by their permanent staff in current teacher training programs in Family Living, Including Sex Education. It should be noted, however, that many staff members often take courses without the knowledge of the school administrative staff. The reported figures, as a result, may understate the extent of current staff participation in tra ning. The reported known staff participation in various training programs in 80 reporting schools is summarized in the table following.

Table 17

Senior High School Survey
Fall 1969 - Staff Training

School Reports On Staff Participation In Training Programs
In Family Living, Including Sex Education Instruction-Fall 1969

Report School Staff Personnel In Training	Number of Schools	Percentage Of Schools Reporting
Yes	22	28%
No	50	62%
Unanswered	8	10%
Schools Reporting	80	100%

Estimates Based On Senior High School Survey

On the basis of the survey reports from the Senior High Schools and by utilizing the student registers reported for the Senior High Schools* as a whole, estimates were prepared for the purpose of clarifying the relation of the instruction provided in Family Living, Including Sex Education with the overall Senior High School instruction program. These estimates were approximations based on simple proportional (linear) interpolation using the data available.

The day school register for the senior high schools, excluding special schools and special students, reported for October 31, 1969 shows a student enrollment of 273,342. The projected student program enrollment of 20,009 at the Senior High School level in instruction in Family Living, Including Sex Education represents 7% of this total senior high school pupil register. The student registration in the 48 high schools providing such instruction was estimated, based on a simple proportion of 48 to 90 schools, to be 53% of the total pupil register for 90 listed senior high schools. On the basis of these estimates the number of pupils receiving instruction in the 48 reporting senior high schools was estimated to represent 14% of the student enrollment in these 48 schools.

The student registers for the 90 listed senior high schools are listed in the table following with the estimated populations of students by grade level in the 48 reporting senior high schools providing instruction in Family Living, Including Sex Education during the 1969-70 school year.

*Day schools register by grade and school group on October 31, 1969 - Publication No. 327, December 1969, Bureau of Educational Program Research and Statistics-Office of Business Affairs, Board of Education of the City of New York.

Table 18

Reported Enrollment in 90 Senior High Schools and Estimated Enrollment in 48 Senior High Schools Implementing Family Living, Including Sex Education Programs For School Year 1969-70.

	Reported Enrollment In 90 Senior High Schools 1969-70		Estimated Enrollment in 48 Senior High Schools Implementing Program 1969-70	
Grade Level	n	%	n	%
9	49,591	18%	26,077	18%
10	92,315	34%	49,256	34%
11	74,921	27%	39,115	27%
12	56,515	21%	30,423	21%
All Levels	273,342	100%	144,871	100%

Based on the estimated pupil enrollments in the 48 Senior High Schools providing instruction in Family Living, Including Sex Education presented in Table 18 above an estimated percentage of the pupils enrolled at each grade level in the 48 reporting schools who would receive this instruction was computed. These estimates are presented in Table 19 below.

Table 19

Estimated Percentage of Students Receiving Instruction in Family Living, Including Sex Education in 48 Reporting Schools 1969-70. As of Nov. 1969

Grade Level	Estimated Student Enrollment	Students Reported In Program	Percentage of Estimated Student Enrollment
9	26,077	473	2%
10	49,256	2,872	6%
11	39,115	14,210	36%
12	30,423	2,454	8%
All levels	144,871	20,009	14%

A teacher to student ratio for the respective grade level instructional assignments in this program was computed based on the projected student enrollments and teacher assignments projected by the 48 reporting schools. It should be noted that at the senior high school level a teacher instructs a number of different classes during the course of a normal school day.

Table 20

Computed Teacher-Student Instructional Ratio in 48 Reporting Senior High Schools for Family Living, Including Sex Education 1969-70.

Grade Level	Reported Student Enrollment in Program (Projected)	Reported Teacher Assignments In Program (Projected)	Teacher to Students Computed
9	473	9	1:53
10	2,872	42	1:68
11	14,210	275	1:52
12	2,454	50	1:49
All Levels	20,009	376	1:53

Survey of District Coordinators - Fall 1969

The district coordinators of Family Living, Including Sex Education were survey by questionnaire in the Fall of 1969. A copy of the survey form used can be found on page 12 of the Appendix.

Their responses were most complete in the identification of the elementary, intermediate, and junior high schools within each district which planned to implement this program during the 1969-70 school year. They were therefore summarized for the purpose of estimating the extent of program implementation at these school levels during the current school year.

Intermediate, and Junior High Schools - Fall 1969

There were 151 schools at this level listed for the 1969-70 school year. The coordinator's reports indicated that 61 of these schools planned instruction in this program during the current year. The 151

listed schools are distributed over the 30 districts in numbers ranging from 4 to 7 schools per district. The distribution of the 61 schools implementing the program is summarized in Table 21 below.

Table 21

Intermediate, and Junior High Schools

Per District-Implementing Program 1969-70.

61 Schools Reported

	Number of Schools Per District Reported Implementing Program*						
	None	1	2	3	4	5	Totals
Number of Districts	7	5	5	8	3	2	30
Number of Schools	0	5	10	24	12	10	61

*As of November 1969

Elementary Schools

There are 620 schools at the elementary level listed for 30 districts. Of these, 144 were identified as schools in which instruction in Family Living, Including Sex Education would be implemented during the 1969-70 school year. The 620 elementary schools are distributed over the 30 districts in numbers ranging from 13 to 38. The distribution of the 144 elementary schools in each district reported as implementing this program is summarized in Table 22 below.

Table 22

Elementary Schools Per District

Implementing Program 1969-70

144 Schools Reported

	Number of Schools Per District Reported Implementing Program *													
	None	1	2	3	4	5	6	7	9	10	11	14	23	Totals
Number of Districts	6	2	2	2	4	2	2	2	2	1	1	1	1	30
Number of Schools	0	2	2	6	16	10	12	14	18	10	11	14	23	144

*As of November 1969

Survey Summary - Fall 1969

A summary tabulation of the number of schools planning program implementation as of November 1969 is presented below in Table 23 . On the basis of these reports a survey was planned for the Spring of 1970. This survey is reported on beginning on page 50 of this report.

Table 23

Fall 1969 Survey Summary

	Schools Reported With Program		Schools Not Reported with Program		All Schools	
	n	%	n	%	n	%
Senior High School	48	53%	43	47%	90*	100%
Intermediate & Junior High Schools	61	40%	90	60%	151	100%
Elementary Schools	144	23%	476	77%	620	100%
All Levels	253	29%	609	71%	862	100%

* Earlier list of 92 schools reduced to 90.

Survey of Principals, and Teachers - Spring 1970

The information gathered during the Fall 1969 survey, and reported on beginning with page 39 of this report, provided the base information on which the Spring 1970 survey was planned. The schools in the city were categorized into two groups. One group included those schools which had been identified as schools in which Family Living, Including Sex Education instruction would be implemented during the 1969-70 school year. The second group included all schools not included in the first group. A summary tabulation of these school groupings is presented in Table 24 below.

Table 24

Schools Providing Family Living, Including Sex Education Classes 1969-70 School Year. Based on November 1969 Survey

School Level	Indicated 1969-70 Program Implementation		Did Not Indicate 1969-70 Program Implementation	
	n	%	n	%
Senior High	48	19%	42	7%
Intermediate and Junior High	61	24%	90	15%
Elementary	144	57%	476	78%
All Levels	253	100%	608	100%

Survey Sample

The principals of all schools identified as schools in which program implementation was planned for the 1969-70 school year were surveyed. There were 253 schools in this group.

The selection of schools in the group not identified as implementing the program was guided by a number of considerations. Schools cannot be surveyed concerning each program they do not offer without in effect surveying all schools concerning all programs. It is therefore necessary to reduce the number of such schools surveyed to enlist their cooperation, while at the same time an effort is made to assure representativeness and randomness in the selection of those actually surveyed.

In the selection of the senior high schools a random selection was made from the total group. In the selection of the intermediate and elementary level schools a random selection was made within each school district. The number of schools selected in each district was proportionate to the numbers of such schools found in the respective district. There were 146 schools in this group. distributed over three school levels.

A number of schools surveyed as program schools returned their questionnaire stating they had no program.

As in the case of those schools surveyed because they had been identified as schools in which the curriculum was implemented, a number of the schools surveyed on the presumption that they had no classes, indicated in their replies that the questionnaire was misdirected and that they, in fact, did offer such instruction. The number and distribution of the questionnaires returned is summarized in Tables 25, 26, 27, and 28 below.

The teacher sample was drawn from those schools in which program implementation was presumably taking place. It was required that all teacher survey questionnaires be distributed through the principal of the respective schools. The principal of each school identified as a program school was sent a number of teacher questionnaires based on the number of teachers reported as assigned to the program in the Fall 1969 Survey. The principal was requested to distribute these to the appropriate school staff personnel. The sample therefore can be considered primarily on incidental or opportunity sample. This survey is discussed beginning on page 73.

Spring 1970 Survey Returns - Principals of Program and Non-Program Schools

The principals of all 253 schools identified as program schools were mailed a copy of the Questionnaire For Principals Of Schools With Classes In Family Living, Including Sex Education. A summary of the distribution and returns received is presented in Table 25 below

Table 25

Distribution and Return of Questionnaire for Principals of Schools With Classes In Family Living, Including Sex Education

School Level	Mailed	Returned	
	n	n	%
Senior High School	48	42	88%
Intermediate and Jr. High School	61	55	90%
Elementary School	144	126	88%
All Levels	253	223	88%

Table 26

Returns From Program Identified
Schools - Correctly and Incorrectly Identified

	School Level					
	Senior High		Intermediate and Junior High		Elementary	
	n	%	n	%	n	%
School Has Program	40	95%	47	85%	112	89%
School Does Not Have Program	2	5%	8	15%	14	11%
Total Return	42	100%	55	100%	126	100%

The principals of 146 schools out of the total of 608 schools not identified as program schools were sent a copy of the Questionnaire For Principals Of Schools With No Classes In Family Living, Including Sex Education. A summary of the distribution and returns is presented in Tables 27, 28 below.

Table 27

Distribution and Returns of Questionnaires
For Principals Of Schools Not Identified With
Family Living, Including Sex Education Program

School Level	Number	Surveyed		Returned	
		n	%*	n	%**
Senior High	42	32	76%	26	81%
Intermediate and Junior High	90	40	44%	35	88%
Elementary	476	74	16%	69	93%
All Levels	608	146	24%	129	88%

*Percent of Number

**Percent of Surveyed

Table 28

Returns From Non-Program Identified Schools- Correctly and Incorrectly Identified

School Level

	Senior High		Intermediate and Junior High		Elementary	
	n	%	n	%	n	%
School Does Not Have Program	21	81%	34	97%	63	91%
School Has Program	5	19%	1	3%	6	9%
Total Returns	26	100%	35	100%	69	100%

The percentages reported in the tables above with respect to the correctness or incorrectness of program and non-program identification of schools may be the result of an incorrect identification of the Elementary and Intermediate, and Junior High Schools in the November 1969 survey reports received from the district coordinators. Since the Senior High School identification were provided by the schools themselves a similar explanation would not hold in this case, particularly since only those schools which gave an affirmative response in November 1969 were included in the Schools With Program survey in the Spring. The fact that even in this group some schools did not report a program in the Spring of 1970 seems to indicate that a better explanation of these differences is due to a change in school policy which took place between the Fall of 1969 and the Spring of 1970. It would seem therefore that the Fall and Spring school identification is basically not a source of serious reporting discrepancy.

Based on the returns from schools both identified with and not-identified with the program, and using the percentages reported for both groups it is possible to construct an estimate of the number of schools which did provide instruction in Family Living, Including Sex Education during the 1969-1970 school year. This estimate is approximate, and based on a simple proportional (linear) interpolation which has been projected onto the schools from which no report has been received, The estimates constructed are presented in Table 29, 30 below where they are also compared with the reports received in the Fall of 1969 survey.

Table 29-A

Reported and Estimated Program Implementation In Schools Identified With Program - Based on Spring 1970 Survey.

School Level	Program Category	Schools Reported		Schools Estimated Based on Reported	
		n	%	n	%
Senior High	yes	40	95%	46	96%
	no	2	5%	2	4%
	Both	42	100%	48	100%
Intermediate and Junior High	yes	47	85%	52	85%
	no	8	15%	9	15%
	Both	55	100%	61	100%
Elementary	yes	112	89%	128	89%
	no	14	11%	16	11%
	Both	126	100%	144	100%

Table 29-B

Reported and Estimated Program Implementation In Schools Not Identified With Program-Based On Spring 1970 Survey

School Level	Program Category	Schools Reported		Schools Estimated Based on Reported	
		n	%	n	%
Senior High	yes	15	19	8	19%
	no	21	81	34	81%
	Both	26	100%	43	100%
Intermediate & Junior High	yes	1	3%	3	3%
	no	34	97%	87	97%
	Both	35	100%	90	100%
Elementary	yes	6	9%	43	9%
	no	63	91%	433	91%
	Both	69	100%	476	100%

Table 30

Estimated Schools Participating In Program Based on Spring 1970 Survey Compared With Fall 1969 Reported Participation

School Level	Program Category	Fall 1969 Reported* n	%	Spring 1970 Estimated ** n	%
Senior High	yes	48	53%	54	60%
	no	42	47%	36	40%
	Total	90	100%	90	100%
Intermediate & Junior High	yes	61	40%	55	36%
	no	90	60%	96	64%
	Total	151	100%	151	100%
Elementary	yes	144	23%	171	28%
	no	476	77%	449	72%
	Total	620	100%	620	100%

*Reported taken from Table 23
**Estimates taken from Table 29.

Returns Processed

After the removal of those questionnaires which had been returned by the principals with an indication that they were not correctly identified as a participating or non-participating school respectively, the questionnaires remaining were distributed as presented in Table 31 below.

Table 31

Survey of Principals of Program and non Program Schools - Spring 1970 - Questionnaires processed For Content

Has School Student Program in Family Living, Including Sex Education?

School Level	Program - Yes n	%	Program - No n	%
Senior High	40	20%	21	18%
Intermediate & Jr. High	47	24%	34	29%
Elementary	112	56%	63	53%
All Levels	199	100%	118	100%

Schools With Program - 199 Reporting

The principals questionnaires were processed for information concerning the grade levels in which Family Living, Including Sex Education was provided. Reported student enrollment in, and teacher assignments to, this instructional area was also summarized. The results are presented in Table 32 below. The number of pupils is rounded to the nearest hundred.

Table 32

Survey of Schools With Program
Spring 1970 - Three Levels

Schools Reporting Instructing at Each Grade Level, Pupils Instructed, Teachers Instructing and Computed Pupil-Teacher Assignment Ratio

Elementary Level -112 Schools

Grade Level	Report Instruction at Grade Level		Number Pupils		Number Teachers		Pupils to Teacher Ratio
	n	% of 112	n	%	n	%	Computed
Pre-K	3	3%	100	4%	4	.6%	1:25
K	57	51%	5800	23%	134	21%	1:43
1	53	47%	3800	15%	112	17%	1:34
2	32	29%	2900	11%	88	14%	1:33
3	31	28%	2300	9%	63	10%	1:37
4	25	22%	2200	9%	42	6%	1:52
5	46	41%	3400	13%	80	12%	1:43
6	51	46%	4900	19%	124	19%	1:40
7	1	1%	100	.4%	2	.3%	1:50
8	1	1%	100	.4%	2	.3%	1:50
All	300	—	25,600	100.2%*	651	100.2%*	1:39

Intermediate and Jr. H.S. Level - 47 Schools

	n	% of 47	n	%	n	%	Computed
6	3	6%	500	3%	3	1%	1:167
7	24	51%	4900	26%	54	26%	1:91
8	38	81%	8300	45%	84	41%	1.99
9	24	51%	4900	26%	64	31%	1.77
All	89	—	18,600	100%	205	99%*	1.91

Senior High School Level - 40 Schools

	n	%of 40	n	%	n	%	Computed
9	3	8%	200	2%	6	3%	1:33
10	10	25%	1300	11%	22	11%	1:59
11	34	85%	8500	71%	149	71%	1:57
12	17	43%	1900	16%	32	15%	1:59
All	64	—	11,900	100%	209	100%	1:57

Total Schools Reporting 199	56,100	1065	1:53

*Rounding Error.

The grade level distribution of students enrolled in the Family Living, Including Sex Education program reported by the 199 schools in Table 32 above varied from grade to grade. To provide a framework within which these figures could be read the city wide grade level distribution, special students and schools excluded, was computed. Table 33 below contains these enrollment summaries.

Table 33

City-Wide Grade Level Total Pupil Registers, and Reported Student Enrollment in Family Living Instruction in 199 Schools Compared

Elementary Schools

Grade	City-Wide Total Register 620 Schools		Reported Family Living Enrollment 112 School	
	Number*	Percent	Number*	Percent
Pre-K	4,100	1.5	100	.4 %
K	91,100	15.2	5800	22.6 %
1	93,400	15.6	3800	14.8 %
2	90,000	15.0	2900	11.3 %
3	88,500	14.8	2300	9.0 %
4	85,700	14.3	2200	8.6 %
5	82,000	13.7	3400	13.3 %
6	58,300	9.7	4900	19.1 %
7	600	.1	100	.4 %
8	600	.1	100	.4 %
All Grades	599,300	100.0	25,600	99.9%**

*Numbers rounded to nearest hundred.

Intermediate and Jr.H.S. Level -

	151 Schools		47 Schools	
6	23,500	10.6	500	2.7%
7	81,200	36.5	4900	26.3%
8	74,200	33.3	8300	44.6%
9	43,600	19.6	4900	26.3 %
All Grades	222,500	100.0	18,600	99.9%**

Senior High Schools

	90 Schools		40 Schools	
9	49,600	18.1	200	1.7
10	92.300	33.8	1300	10.9
11	74,900	27.4	8500	71.4
12	56,500	20.7	1900	16.0
All Grades	273,300	100.0%	11,900	100.0

**Rounding Error.

Based on a review of the preceding tables of grade level registers it appears that Family Living, Including Sex Education instruction is most likely to take place at the Kindergarten, 6th., 8th., and 11th. grades in general. The Elementary schools which report 7th. and 8th. grades, and the Senior High schools which report 9th. grade registers represent grades not present in all schools. The registers reported above represent basically the incidence of instruction at specified grade levels and do not reflect the presence of continued grade to grade instruction within a given school. In general most schools do not present a program of continued grade to grade instruction in this area. An exception to this generalization is found in the reports submitted by the special schools which serve the handicapped and institutionally resident pupils. Since this pupil population and the schools serving this group are divergent in so many respects from the general school population their situation is not reported on in this report.

Since the curriculum originally prepared for implementation in this program is generally based on an assumption of continued grade to grade instruction in this area the above tables suggest additional comment.

In discussions with a number of staff members involved in program implementation it was noted that the voluntary nature of a schools participation in the program functioned to place instruction at those grades where the administration of a school thought the instruction was most appropriate, where teachers capable of providing this instruction could be found, and where it was thought the community served by the school considered the instruction to be most appropriate. Whatever factor or combination of factors, known or unknown, is the explanation of this situation it would seem that additional attention should be directed to the relation between the ordering of instruction in the curriculum and the incidence of its implementation in the schools.

Before continuing it is noted that the same discussion on the above problem concerned itself with the varying interpretations attached to the definition of what is recognized as, and called instruction in Family Living, Including Sex Education among so many people. This is and has been a continuing problem in reporting this program.

Some teachers and principals will consider their instructional program to be an implementation of some or all of the Family Living, Including Sex Education Program while similar instruction in another school will not be considered by other teachers and principals in the same light. Whether this problem is one of clear instructional identification or represents a wider or narrower view of what instruction is properly identified with this program might be worth additional investigation.

To provide a method of estimating the pupil enrollment in Family Living, Including Sex Education in the 199 reporting schools, as a per cent of the total pupil enrollment in the respective grade levels in those same schools, an estimate of the grade level enrollment for the 199 schools was constructed. This estimated total grade level enrollment in these 199 schools was constructed by interpolating the citywide grade level reported pupil enrollments.* The reported grade level pupil enrollments in the Family Living, Including Sex Education program were then compared with the estimated pupil grade level enrollments in the 199 schools considered. This comparison was expressed as a per cent. This percent, which is presented in Table 34 below under the heading "Reported Enrollment As A Percent of Estimated Enrollment," is intended as an approximate measure of the degree of pupil participation in this program in the 199 reporting schools. The estimates and reports are presented in Table 34 below.

Table 34

Estimated Total Grade Level Enrollment in 199 Reporting Schools and Reported Family Living, Including Sex Education Grade Level Enrollment in the Same 199 Schools

Elementary Level

	Pupil Totals	Pupils in Program	
Grades	Estimated Enrollment**	Reported Enrollment**	Reported Enrollment as Percent of Estimated Enrollment
Pre-K	1600	100	6.3%
K	16400	5800	35.4%
1	16900	3800	22.5%
2	16200	2900	17.9%
3	16000	2300	14.4%
4	15500	2200	14.2%
5	14800	3400	23.0%
6	10500	4900	46.7%
7	100	100	100.0%
8	100	100	100.0%
All	108,000	25,600	23.7%
		Intermediate and Junior High	
6	7300	500	6.8%
7	25300	4900	19.4%
8	23000	8300	36.1%
9	13600	4900	36.0%
All	69200	18,600	26.9%
		Senior High	
9	22000	200	.9%
10	41100	1300	3.2%
11	33300	8500	25.5%
12	25200	1900	7.5%
All	121,600	11,900	9.8%

* Source cited on page 45.
** Rounded to nearest hundred.

Since a grade level enrollment was not completely reported by the district coordinators in the Fall 1969 Survey a comparison with the Spring 1970 reported enrollment was not possible. It was possible however to compare the Fall 1969 enrollment projections received from 48 Senior High Schools with the Spring 1970 enrollments reported by 40 Senior High Schools. These enrollment figures are presented in Table 35 below. It should be noted that there is a difference of 8 schools between both periods.

Table 35
Comparison of Senior High School Survey Returns
*Fall 1969 - 48 Schools **Spring 1970-40 Schools

	Schools Instructing at this Grade Level		Number of Pupils		Number of Teachers		Teacher to Pupil Ratio	
Grade	Fall 1969	Spring 1970	Fall 1969	Spring 1970	Fall 1969	Spring 1970	Fall 1969	Spring 1970
9	7	3	473	200	9	6	1:53	1:33
10	13	10	2,872	1300	42	22	1:68	1:59
11	34	34	14,210	8300	275	149	1:52	1:57
12	20	17	2,454	1900	50	32	1:49	1:59
All Grades	48	64	20,009	11900	376	209	1:53	1:57

A comparison of the Fall of 1969 survey based estimates is presented with the results estimated based on the returns in response to the Spring 1970 Survey in Table 36 below.

Table 36

Comparison of Senior High School Survey Based Estimates
*Fall 1969 - 48 Schools **Spring 1970 - 40 Schools

Grade Level	Estimated Pupil Register	Projected Pupil Register in Program	Projected as Percent of Estimated	Estimated Pupil Register	Reported Pupil Register in Program	Reported as Percent of Estimated
9	26,077	473	1.8%	22,000	200	.9%
10	49,256	2,872	5.8%	41,100	1300	3.2%
11	39,115	14,210	36.3%	33,300	8500	25.5%
12	30,423	2,454	8.1%	25,200	1900	7.5%
All	144,871	20,009	13.8%	121,600	11900	9.8%

* Taken from Tables 15, 19 and 20.
** Taken from Tables 32 and 34.

An examination of the comparison between the predicted, Fall-1969, participation in the Family Living, Including Sex Education program at the Senior High School level and the reported, Spring-1970, participation indicates a tendency for the predicted number of pupils and teachers to be in excess of the later reports. The predicted grade level emphasis, in terms of the numbers of pupils and teachers predicted and reported at each level is consistent. The predicted and reported pupil to teacher ratios is also relatively consistent.

It would seem therefore that the careful use of predicted pupil registration does seem to be a useful measure of subsequent teacher staffing requirements, and also a reliable indicator of grade level emphases. Whether this situation extends to other school levels is undertermined.

In addition to the information requested concerning this year's program, the principals were asked to indicate whether their school provided instruction in Family Living, Including Sex Education during either of the prior two school years, 1968-69, or 1967-68. Their responses are summarized in Table 37 below.

Table 37

School Surveyed Which Provided Instruction in Family Living, Including Sex Education During Prior Two School Years.

One Year Prior - September 68-June 69 School Year

		Yes	No	No Answer	Total
Senior H.S.	Number	38	-	2	40
	Percent	95%	-	5%	100%
Jr. H.S.	Number	33	14	-	47
	Percent	70%	30%	-	100
Elementary	Number	71	40	1	112
	Percent	63%	36%	1%	100%
All School Levels	Number	142	54	3	199
	Percent	71%	27%	2%	199%

Two Years Prior - September 67-June 68-School Year

Senior H.S.	Number	21	16	3	40
	Percent	53%	40%	8%	101%
Jr. H.S.	Number	15	30	2	47
	Percent	32%	64%	4%	100%
Elementary	Number	33	75	4	112
	Percent	30%	67%	4%	101%*
All School Levels	Number	69	121	9	199
	Percent	35%	61%	5%	101%*

*Rounding Error

Teacher Assignment Methods

During the course of the previous two years two district patterns in the methods of teacher assignment for this instruction has developed. Some schools, particularly at the elementary level, tended to provide the instruction through the regularly assigned grade level teacher. At the secondary school level an analogous method was employed, where the instruction was provided by the regularly assigned subject matter teacher. However at both the elementary and secondary level a number of schools assigned the instruction to a "specialist" teacher in Family Living, Including Sex Education. This teacher most often instructed a relatively large number of pupils taken from among several classes or subject period groupings of pupils.

The principals were asked to indicate which method, if any, they tended to follow in their respective schools. Their reports are summarized in the Table 38 below.

Table 38
Regularly Assigned Teacher
Implements Curriculum

School Level		Yes	No	No Answer	Total
Senior High	Number	24	10	6	40
	Percent	60%	25%	15%	100%
Intermediate & Junior High	Number	28	12	7	47
	Percent	60%	26%	15%	101%*
Elementary	Number	75	18	19	112
	Percent	67%	16%	17%	100%

*Rounding Error

Specially Assigned Teacher
Implements Curriculum

Senior High	Number	15	14	11	40
	Percent	38%	35%	28%	101%*
Intermediate & Junior High	Number	13	21	13	47
	Percent	28%	45%	28%	101%*
Elementary	Number	35	43	34	112
	Percent	31%	38%	30%	99%*

*Rounding Error

Very few principals chose to indicate another method, or to qualify the choice they did indicate with additional explanation. However a small number of those who indicated they utilized the services of a specially assigned teacher added in explanation that the regularly assigned teacher provided following-up lessons. Another small group indicated that the regularly assigned teacher was used in the lower grades and a specially assigned teacher in the upper grades.

A small number stated that boys and girls were instructed separately, while a somewhat larger group added that instruction was provided by the teachers of Health Education, Science, Biology, and Home Economics during the course of their normal instruction.

The results tabled above indicate that in general instruction in Family Living, Including Sex Education is provided to students by a teacher not specifically identified with this area of instruction as an exclusive speciality. A significant number of schools however do assign this instruction to a teacher specialist. There is a slight tendency to report this method as more common in the Senior High Schools. This however may be the result of the identification of this area of instruction as a sub-speciality within larger instructional areas such as Biology, Health Education, or Home Economics. A more precise and definitive examination of current and planned teacher deployment in this area of instruction might be useful in planning teacher training programs, in determining the staffing needs implied in implementing this program, and in determining a grade level curriculum implementation strategy.

An additional method of teacher assignment, worthy of mention, but not reported on in detail here involved the assignment of two teachers, one male and one female, for use in instruction before the same student group. This method was observed in a number of schools, presented in two ways. In some schools they would appear at different times before the same class, and in others they taught as a team. The usually stated rationale behind this technique was that it provided the students with an apportunity to test the similarities and differences in emphasis and view point resulting from the teachers own sex identification. In the case of the sequenced teacher assignments this would appear in response to the same student questions presented on different occassions and in the case of team assignments in the interaction between the two teachers involved in responding to similar topics or queries.

Principals' Judgments in Two Major Areas

The principals decision to implement or not-implement instruction in Family Living, Including Sex Education is guided by a number of necessary considerations. Discussions with staff members responsible for administering and coordinating this program however revealed two major pre-occupations in such decisions, the availability of trained staff and the anticipated reaction of the community served by the school. As a result, the committee of coordinators who participated in preparing the survey guide lines requested that the principals be asked for information in the two areas of staff training and community reaction to the program.

Three statements concerning staff training and orientation, and three statements concerning parental-community reactions were presented in the questionnaire. The principal was asked to indicate his degree of agreement or disagreement with each statement on a seven point scale ranging from Very Much Agree to Very Much Disagree. A copy of the statement presented for judgment is contained in the Appendix, pages 16 and 17.

The summarized judgments of the reporting principals are presented below:

Staff Training Provided and Available in Family Living, Including Sex Education - Principals' Judgments

1. Orientation of Principals to program is adequate. (5a)**

	Senior High Schools	Intermediate and Junior High Schools	Elementary Schools
Very Much Agree	10%	9%	6%
Agree	58%	53%	63%
Cannot Judge	10%	9%	12%
Disagree	13%	15%	17%
Very Much Disagree	-	9%	2%
No Response	3%	6%	1%
Total %	102%*	101%*	101%*
Number Reporting	40	47	112

*Rounding error

2. Training programs for Teachers, where available, are generally adequate. (5b)

	Senior High Schools	Intermediate and Junior High Schools	Elementary Schools
Very Much Agree	3%	4%	9%
Agree	43%	68%	53%
Cannot Judge	25%	13%	13%
Disagree	20%	15%	23%
Very Much Disagree	3%	-	2%
No Response	3%	-	1%
Total %	102%*	100%	101%*
Number Reporting	40	47	112

*Rounding error

** Indicates Questionnaire Statement Number

3. Training Programs are generally available and accessible to school staff personnel. (5c)

	Senior High Schools	Intermediate and Junior High Schools	Elementary Schools
Very Much Agree	3%	6%	11%
Agree	53%	75%	56%
Cannot Judge	13%	2%	6%
Disagree	28%	15%	23%
Very Much Disagree	-	2%	3%
No Response	5%	-	1%
Total %	102%*	100%	100%
Number Reporting	40	47	112

*Rounding Error

Parental and Community Reaction - Principals' Judgments

1. Parents demonstrate an active interest in this program. (5d)

	Senior High Schools	Intermediate and Junior High Schools	Elementary Schools
Very Much Agree	5%	6%	17%
Agree	25%	53%	61%
Cannot Judge	30%	15%	8%
Disagree	23%	17%	12%
Very Much Disagree	8%	9%	-
No Response	3%	-	3%
Total %	102%*	100%	101%*
Number Reporting	40	47	112

*Rounding Error

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2. Parents support inclusion of this instruction in school curriculum. (5e)

	Senior High Schools	Intermediate and Junior High Schools	Elementary Schools
Very Much Agree	8%	15%	15%
Agree	53%	70%	68%
Cannot Judge	30%	15%	13%
Disagree	-	-	2%
Very Much Disagree	-	-	1%
No Response	3%	-	2%
Total %	102%*	100%	101%*
Number Reporting	40	47	112

*Rounding Error

3. Parents in school community frequently divide into groups supporting and opposing this curriculum. (5b)

	Senior High Schools	Intermediate and Junior High Schools	Elementary Schools
Very Much Agree	-	2%	2%
Agree	10%	11%	17%
Cannot Judge	50%	21%	14%
Disagree	28%	49%	57%
Very Much Disagree	10%	17%	5%
No Response	3%	-	5%
Total %	101%*	100%	100%
Number Reporting	40	47	112

*Rounding error

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Additional Comments, Observations, and Recommendations

The additional observations and recommendations submitted by the Principals of Program Identified Schools were read for their content. This is presented below in the form of summary statements.

1. The visual aids and books available in this area of instruction are not adequate to the needs of the program.

2. Instruction in this area should start in the lower grades where the class teacher should bear the major responsibility for its implementation.

3. There is a need for instructional materials appropriate to specific grade levels.

4. All teachers should undergo training in this area of instruction.

5. Specialized teachers should be responsible for this instruction in the upper grades.

6. It is important to maintain a high level of teaching in this area.

7. This instruction should be provided by mature teachers.

8. Parents should have a workshop course prior to the implementation of this instruction in the school.

9. Parents should be requested to consent to this instruction.

10. Parents should be made more familiar with the subject matter taught in the classroom.

Principals of Non-Program Identified Schools

The following results are based on 118 questionnaires returned by the principals of schools identified as non-program schools during the 1969-70 school year. Initially, this group was asked to indicate whether they had offered the program during the prior 1968-69 school year. Their reports are summarized in Table 40 below.

Table 40

Non-Program Identified Schools 1969-70
Program Category Prior Year 1968-69.
118 Schools Reporting

	School Level					
	Senior High		Intermediate and Junior High		Elementary School	
	n	%	n	%	n	%
Had Program 1968-69	2	10%	5	15%	2	3%
Had No Program 1968-69	19	90%	23	68%	60	95%
No Response	-	-	6	18%	1	2%
Total	21	100%	34	101%*	63	100%

*Rounding Error

The above table seems to indicate a greater change in program participation on the part of the Intermediate, and Junior High Schools than on the other two school levels. The greatest year to year consistency is exhibited on the elementary level. Since the schools in the group above were generally selected on the basis of identifications provided by the district coordinators, in the Fall of 1969, it is not possible to use these figures to determine school entering and leaving rates for the non-program schools as a group. Whether those schools identified as Non-Program schools in the Fall of 1969, and which stated that they in fact were program schools in the Spring 1970, represent errors in identification or a change in plans is undertermined. There were 12 such schools indicated on Table 28 .

Some idea concerning the extent of future school participation might be possible based on the reported intentions of the Non-Program schools for the next school year, 1970-71. A summary of their reported plans is presented in Table 41

Table 41

Non-Program Schools - Plans
For Program Implementation Next School
Year 1970-71 118 Schools Reporting

Program Plans Next Year 1970-71	School Level: Senior High Schools		Intermediate and Junior High Schools		Elementary Schools	
	n	%	n	%	n	%
Yes-Program	4	19%	9	26 %	6	10%
No-Program	8	38%	10	29%	23	37%
Undecided	6	29%	10	29%	33	52%
No Response	3	14%	5	15%	1	12%
Total %	21	100%	34	99%*	63	101%*

*Rounded Error

Principals Judgments in Selected Areas - Principals of Non-Program Schools

The committee who cooperated in planning the survey of non-program schools suggested a number of selected areas which they considered important as possible problems or sources of concern to principals who might wish to implement the program in Family Living, Including Sex Education. Five statements were composed, and the principals of non-program schools were requested to indicate their degree of agreement or disagreement with each statement. The statements used can be found in the appendix, pages 19 and 20.

The summarized judgments of the reporting principals are presented below, following a brief paraphrase of each statement submitted for their judgment.

1. Do not see a current need to actively plan for future program implementation (4a)**

	Senior H.S.	Intermediate & Junior H.S.	Elementary Schools
Very Much Agree	14%	3%	3%
Agree	5%	6%	11%
Cannot Judge	24%	32%	21%
Disagree	29%	24%	52%
Very Much Disagree	29%	18%	10%
No Response	-	18%	3%
Total %	101%*	101%*	100%
Number Reporting	21	34	63

*Rounded Error
** Identifies Statement Number in Questionnaire

2. Would like to see program introduced in the school. (4b)

	Senior High Schools	Intermediate and Junior High Schools	Elementary Schools
Very Much Agree	33%	18%	6%
Agree	43%	41%	33%
Cannot Judge	14%	21%	38%
Disagree	5%	3%	13%
Very Much Disagree	5%	-	2%
No Response	-	18%	8%
Total %	100%	101%*	100%
Number Reporting	21	34	63

3. Community would support introduction of program in the school. (4c)

	Senior High Schools	Intermediate and Junior High Schools	Elementary Schools
Very Much Agree	38%	3%	6%
Agree	43%	21%	33%
Cannot Judge	14%	41%	38%
Disagree	5%	18%	21%
Very Much Disagree	-	-	2%
No Response	-	18%	-
Total %	100%	101%*	100%
Number Reporting	21	34	63

4. There would be division in the community concerning introduction of program in the school. (4d)

	Senior High Schools	Intermediate and Junior High Schools	Elementary Schools
Very Much Agree	5%	41%	48%
Agree	52%	24%	22%
Cannot Judge	19%	12%	27%
Disagree	19%	3%	2%
Very Much Disagree	-	21%	2%
No Response	5%	-	-
Total %	100%	101%*	101%*
Number Reporting	21	34	63

* Rounding Error

5. Program would interfere with other pupil instructional needs. (4e)

	Senior High School	Intermediate and Junior High Schools	Elementary Schools
Very Much Agree	24%	3%	14%
Agree	5%	15%	17%
Cannot Judge	48%	18%	38%
Disagree	24%	38%	16%
Very Much Disagree	-	9%	14%
No Response	-	18%	-
Total %	101%*	101%*	99%*
Number Reporting	21	34	63

*Rounded Error

It appears, based on the judgments submitted, that this group of principals is generally not in agreement with suggestions that plans concerning future program implementation are not needed. As a group they generally exhibit a wish to see such instruction in their school. There is a certain hesitancy present within the group of elementary school principals but no decisive rejection of the desirability of such instruction.

The Senior High school principals see more community support for this instruction than either group of principals at the other two school levels, with less apparent uncertainty concerning the opinions prevailing in the community. The reported presence of community division seems to be approximately the same with all three groups. All groups report such community disagreement with a slight tendency for a decrease in perceived community disagreement to be present as one moves up from the elementary to the senior high school level.

It does not seem there is any consensus among the groups of principals concerning the effect on other instruction produced by the introduction of this program in the current school curriculum. The variability among instructional priorities present in these schools might be a possible source of explanation.

To provide a framework within which the previously reported opinions and judgments of principals could be evaluated, the principals were asked to provide some indication of the extent of their experience as principal

in the school on which they reported. Their reported experience is summarized in Table 42 below.

Table 42
Number of Years As Principal In Present School

At Least:		Senior High Schools	Intermediate and Junior High Schools	Elementary Schools
Three or more years (Since September.1967)	%	52%	50%	57%
	No.	11	17	36
Two Years: (Since September 1968)	%	71%	56%	67%
	No.	15	19	42
One Year:	%	90%	79%	100%
	No.	19	27	63
Didn't Answer:	%	10%	21%	
	No.	2	7	-
Number Reporting		21	34	63

When compared with the group of principals reporting from schools with the program there seems to be a slightly smaller percent of principals with long term experience in their present schools found in the group reporting from non-program schools.

Comments - Recommendations - Observations

The additional comments, recommendations, and observations submitted by this group of principals were reviewed for content and are summarized below in the form of statements

1. Some schools provide a superficial course. This handicaps schools which want a course with more substance.
2. Many schools would like to start this course but they are hindered by local school groups.
3. The program will be implemented when only qualified teachers are available.
4. There is a need for a well planned educational program to help parents understand the curriculum.
5. There is a need for visual aid materials.
6. The community must work together on a program of this type.
7. Many parents have mixed feelings because they do not understand the program

Teachers Questionnaire

In the section which discussed the Spring 1970 Survey Sample it was pointed out that the teachers included in this survey received their questionnaire through the principal of their respective school. The teachers surveyed and the returns received therefore should be considered the result of an incidental or opportunity type survey procedure. This limitation should be considered whenever the results reported are read with an intent to determine the reactions of all teachers involved in this instructional program.

There were 575 returns received from teachers. The grade level at which they reported they instructed pupils during the current 1969-70 school year is reported below.

Table 43

Teacher Reports on Grade Level
Instruction Assignments
575 Teachers

Grade Level	Assignments	
	N	%
Pre-K	5	.7%
K	80	10.6%
1	49	6.5%
2	25	3.3%
3	29	3.8%
4	18	2.4%
5	56	7.4%
6	98	13.0%
7	56	7.4%
8	79	10.5%
9	55	7.3%
10	41	5.4%
11	105	13.9%
12	60	7.9%
	756*	100.1%**

Of this group of 575 teachers, 80% were regularly licensed, 10% held substitute licenses and 10% failed to indicate their license status. Forty-two percent had worked in this instructional area for one year, 32% for two, and 20% for three year.

**Rounding Error
* Exceeds 575 due to multiple grade level instruction by some teachers.

Pupil Instruction Teachers Report

The teachers reports on the amount of classroom instruction in Family Living, Including Sex Education received by a typical pupil in one of their classes during the course of the current school year were grouped in terms of categories consistent with the hours they most frequently stated. This information is summarized in Table 44 below.

To assist the reader a third column estimate was added. On the assumption that the available instructional time for pupils is approximately 900 school hours a year, the mid-point value of the categories selec ted was computed as a percentage of the available instructional time. This column is titled, Percent of Available Instructional Time.

Table 44

Total Pupil Instruction Reported
In Program By 575 Teachers -
School Year September 1969 - June 1970

Hours	Teachers Reporting N	%	Percent of Available Instructional Time
1 - 9	63	11.0%	.6%
10 - 39	368	64.0%	2.7%
40 - 99	64	11.1%	7.7%
100 +	14	2.4%	11.1%
No Report	66	11.5%	
	575	100.0%	

In some schools the instruction in this program is presented in concentrated form over a short period, while in others it is developed over a longer period. The reports of the teachers on their own methods are summarized in Table 45 below.

Table 45

Teacher Reports on
Length of Instructional Period

Number Weeks	Teachers Reporting N	%
1 - 2	33	5.7%
3 - 7	129	22.4%
8 - 15	95	16.5%
16 - 30	108	18.8%
30 +	168	29.2%
No Report	42	7.3%
		99.9% *

* Rounding Error

The teachers also reported on the total number of students they instructed in Family Living, Including Sex Education during the September 1969 - June 1970 school year. These results are presented in Table 46 below.

Table 46

Number of Pupils Reported
Receiving Program Instruction
September 1969 - June 1970

Number Pupils Instructed	Teachers Reporting N	%
1 - 29	98	17.0%
30 - 50	165	28.7%
51 - 199	207	36.0%
200 +	55	9.6%
No Report	50	8.7%
	575	100.0%

The above reports would indicate that this group provided instruction to approximately 45,000 pupils. If this group of 575 teachers is representative of the 1061 teachers reported in this area by the principals the number of pupils accounted for would be in the vicinity of 83,000. The principals report 56,000 pupils. Due to the way in which the teachers were sur veyed it is difficult to account for this discrepancy. It should be noted however.

Co-Educational and Sex Segregated Instruction

The schools were free to instruct boys and girls together or separately in this curriculum area, and the teachers were generally an important factor in making decisions in this area of implementation. The teachers were asked therefore to report on their own practices. Their experience is reported in Table 47 below.

Table 47

Incidence of Co-Educational and
Sex Segregated Instruction
575 Teachers Reporting

Boys and Girls Instructed	Teachers Reporting N	%
Generally Together	252	43.8%
Occassionally Together	16	2.8%
Generally Separately	203	35.3%
Occassionally Separately	29	5.0%
No Reports	75	13.0%
	575	99.9% *

* Rounding Error

Use of Textbooks and Visual Aids

During the three year period over which this instruction was implemented in the schools the availability of appropriate textbooks and visual aids was a matter of continuing interest and concern. The teachers were asked to indicate their own practices in the use of these supportive materials. These reports are summarized in Tables 48 and 49 below.

Table 48

Teacher Use of Textbooks In Class Instruction
575 Teachers

Textbooks Used	Teachers Reporting N	%
Regularly	49	8.5%
Generally	41	7.1%
Frequently	59	10.3%
Sometimes	93	16.2%
Infrequently	74	12.9%
Never	220	38.3%
No Reports	39	6.8%
Total	575	100.1% *

* Rounding Error

Table 49

Teacher Use of Audio-Visuals In Class Instruction
575 Teachers

Audio-Visual Use	Teachers Reporting N	%
Regularly	99	17.2%
Generally	53	9.2%
Frequently	126	21.9%
Sometimes	189	32.9%
Infrequently	52	9.0%
Never	15	2.6%
No Report	41	7.1%
Total	575	99.9% *

* Rounding Error

The use of textbooks and audio-visual materials was further analyzed to see if there were different usage reports submitted by teachers at various grade levels. This analysis is presented in the Tables 50 and 51 below.

Table 50

Textbook Usage By Grade Levels

Usage	Grade Level Teacher Reports							
	Pre-K to 2		3 to 6		7 to 9		10 to 12	
	N	%	N	%	N	%	N	%
Regularly	2	2%	8	6%	11	10%	29	22%
Generally - Frequently	4	3%	26	19%	29	26%	46	34%
Sometimes - Infrequently	8	6%	55	41%	48	43%	48	36%
Never	119	89%	46	34%	24	21%	11	8%

Table 51

Audio-Visual Usage By Grade Levels

Usage	Grade Level Teacher Reports							
	Pre-K to 2		3 to 6		7 to 9		10 to 12	
	N	%	N	%	N	%	N	%
Regularly	30	22%	25	17%	19	17%	9	11%
Generally - Frequently	34	24%	41	28%	51	48%	40	47%
Sometimes - Infrequently	67	48%	76	52%	35	33%	35	41%
Never	8	6%	4	3%	2	2%	1	1%

The above tables indicate that the use of textbooks increases sharply as the grade level goes up. This is true even beyond the 3rd grade level when regular reading might be expected. The use of textbooks to some degree is reported by 92% of the 10 - 12th grade teachers, 78% of the 7 - 9th grade teachers, and 67% of the 3 - 6th grade teachers. At least 94% of the teachers on all levels indicate the use of Audio-Visual materials. In contrast with the reports on textbook usage the regular use of Audio-Visual materials decreases as the grade level increases.

Assistance To Teachers

Additional support in the implementation of instruction in a new area is often found in the advice and counsel provided to teachers by other staff personnel. Those persons most frequently cited by the reporting teachers as helpful in this regard are summarized in Table 52 below.

Table 52

Teacher Reports on Other Staff Personnel Who Prove Helpful
575 Teachers Reporting

Person Cited	Teachers Reporting N	%
Another Teacher	200	34.8%
District Coordinator	198	34.4%
Departmental Chairmen	125	21.7%
School Principal	106	18.4%
Assistant Principal	98	17.0%
Guidance Counselor	43	7.5%
Grade Leader	33	5.7%
School Psychologist	12	2.1%
Para-Professional	12	2.1%
School Social Worker	2	.3%
Other Personnel	71	12.3%

Teacher Training

Teacher training programs in the area of Family Living, Including Sex Education enroll teachers who have not already begun to instruct students in this curriculum and also teachers who are currently engaged in classroom implementation. The teachers were asked to report on their first enrollment in such training in relation to the commencement of their instructional work in the classroom. Their reports are summarized in Table 53 below.

Table 53

Teacher Training Received Prior and Subsequent To Initial Classroom Instruction

	Prior Training N	%	Subsequent Training N	%
Yes	279	48.5%	199	34.6%
No	249	43.3%	241	41.9%
No Response	47	8.2%	135	23.5%
Total	575	100.0%	575	100.0%

Additional Comments, Recommendations and Observations

The numerous comments and recommendations were read for their content and they are presented below in the form of summary statements.

1. More audio-visual materials should be available.
2. Textbooks should be geared to the New York City program.
3. The pupils should be able to express opinions freely, to ask questions, and to participate in group discussions.
4. The class size for this instruction should be reduced in size.
5. Teachers should be required to take the course first.
6. Knowledgeable guest speakers such as doctors and nurses should be utilized more.
7. The instructional materials should be more informative.
8. Boys and girls should be instructed together.
9. There should be more in-service training.
10. More anatomical charts are needed.
11. The curriculum should be improved.
12. Specific lesson plans should be made available.
13. There should be a program for parents to make them aware of their responsibility in developing a moral and responsible attitude toward sexuality and family life.
14. Instruction should commence in the first grade.
15. The program should be expanded to other grades and schools.
16. The overlap in material among the several subject areas should be reduced.
17. Specific grade level materials should be developed.
18. The students should be provided with an opportunity to ask questions privately.

T-V In-Service Workshop in Family Living, Including Sex Education.

The central administration broadcast a city wide weekly T-V In Service Workshop in Family Living, Including Sex Education. This was a joint venture involving the Office of Personnel and the Bureau of Audio Visual Instruction. These broadcasts were received in the district schools and, in conjunction with class discussions, formed the components of a 15 weekly in service course for district staff members.

The city wide coordinator of Family Living, Including Sex Education, delimited and defined areas and information which were considered most useful to an evaluation of the purposes and methods projected for this instruction. On the basis of these discussions a questionnaire was prepared and distributed to the teacher in charge of eight of these In-Service Workshops.

The eight T-V In-Service Workshop centers which received questionnaires to be completed by participating staff members returned a total of 139 completed questionnaires. A copy of this questionnaire maybe found in the Appendix, page 35. The centers ranged in the number of questionnaires returned from 7 to 28. The school levels represented by the registers in the eight centers is summarized in Table 54 below.

Table 54

T-V In-Service Workshop

STAFF MEMBER REGISTRATION BY SCHOOL LEVEL

Elementary Schools	80%
Junior and Intermediate Schools	13%
Senior High Schools	7%

Eighty-four percent of this group had not yet instructed pupils in the curriculum in Family Living, Including Sex Education. Fifteen percent expected to be teaching pupils the new curriculum during the next school year and thirty-four percent did not expect to be implementing the curriculum in their classes. Forty percent stated they did not know if they would be instructing pupils in this curriculum, nine percent thought it likely they would teach the new curriculum in the Fall of 1970, and the remaining two percent did not answer.

The staff members were asked to describe their reaction to the tele cast and class discussion components each considered separately, and to the telecast and class discussion components considered together and in relation to each other.

A summary of their responses is presented in Table 55 below.

Table 55

T-V Inservice Questionnaire Responses

Tele-Cast Component

Tele-cast presentation described as:

7%	53%	38%	2%
Overly Generalized	Generalized	Specific	Overly Specific

Tele-cast in relation to current grade assignment:

2%	42%	44%	12%
Very Relevant	Relevant	Not Relevant	Irrelevant

Recommended length for Tele-cast:

22%	51%	6%	19%	2%
15 Minutes	30 Minutes	45 Minutes	Omit Tele-cast	No Answer

Class-Discussion Component

Class discussion value:

44%	48%	6%	2%
Very Worthwhile	Worthwhile	Less than Worthwhile	Worthless

Class discussion in relation to current grade assignment:

19%	53%	20%	2%	6%
Very Relevant	Relevant	Not Relevant	Irrelevant	No Answer

Recommended In-Service class size for discussion:

9%	67%	18%	4%	2%
5-10	15-20	25-and over	Omit Discussions	No Answer

Tele-cast and Class Discussion

Which was of greater value?

4%	64%	28%	1%	3%
Tele-cast	Class Discussion	Both Equally Valuable	Both of Little Value	No Answer

Tele-cast as basis for class discussion:

24%	52%	20%	4%
Important to Very Important	Of Some Importance	Of Little Importance	No Answer

In addition the participants were asked to identify the two most important factors in structuring a future course of this type. Their combined recommendations produced the following ranking:

1.	The Instructor	45%
2.	Background of Participants	19%
3.	Quality of the Tele-cast Presentation	18%
4.	Size of the class	15%
5.	Other factors	2%

In judging the overall value of this workshop course to their work in teaching the curriculum in Family Living, Including Sex Education the responding participants submitted the following judgment:

1.	Valuable	52%
2.	Very Valuable	27%
3.	Of Slight Value	11%
4.	Of Little Value	4%
5.	No Judgment	6%

The above results indicate that the class discussions were rated more valuable by the program participants than the Tele-case component. In addition, the choice of the course instructor was selected as the most important feature in designing a worthwhile training program of this type. It seems therefore that the training of additional staff members to assist the district coordinator in implementing staff training programs is necessary. Such assistance to the coordinator would provide for more groups, smaller groups, and also for additional personnel trained in initiating and directing useful group discussions where necessary. This need was corroborated by an analysis of the recommendations and comments appended to the rating sheet by teachers and course registrants.

SUMMARY

The Need and the Program

The New York City school system has recognized the need for more effective family life education, including sex education. This need has been intensified by recent social changes, increased urbanization and evolving personal values.

Parents have expressed the need for help in giving their children guidance in these matters in the home, and physicians and clergymen have urged the schools to assist them in this area of education.

The growing body of knowledge about human development, human behavior, and family life makes it imperative that the schools increase instruction in family living and make some of this knowledge part of public education. The expanding knowledge must be embodied in new printed and audiovisual instructional materials, and teachers and supervisors must receive additional relevant training.

In order to meet its educational needs, the New York City school system began the development of a new curriculum in Family Living, Including Sex Education in the Fall of 1967. An initial cadre of teachers and supervisors was selected and training courses established. Parents and community groups were oriented and their help obtained in defining and developing the program. The process of selecting and developing suitable books, audiovisual aids, and other resource materials was initiated.

The new curriculum is designed to help each child grow in the aspects of wholesome living related to being a good family member. The plan is to help children understand the physical changes which take place in their bodies and the effect of these changes on total growth. The course of study also entails children's problems in relation to interpersonal relationships with frankness and sensitivity, stressing a wholesome attitude toward sex, using proper terminology and answering children's questions accurately and understandably. The curriculum further attempts to help children acquire a background of ideals, standards, and attitudes which will be of value to them in the development of interpersonal relations and in building their future life. Also stressed is the further development of an appreciation of the family as the basic unit of society; the development of a reverence for life and an awareness of one's responsibility for its preservation and enrichment through wholesome human relationships. Finally, the curriculum aims to build a wholesome attitude between the sexes among children; to work with parents in helping them to understand better their role in the child's total development.

Methods and Procedures

Program Development - In school year 1967-1968 a total of 31,000 pupils in grades Pre-K to 12 were involved in the program. Systematic instruction was given to pupils in 110 schools and pilot classes were conducted in 55 additional schools. A total of 360 classroom teachers participated. Within the past two years New York City's public schools have taken giant steps to move ahead on a sound program in Family Living, Including Sex Education. At the present time approximately 77,000 pupils in 200 schools at all grade levels and in all parts of our city are receiving instruction. The extent of the program is known to be the largest of its kind in the nation.

The district coordinator of Family Living for each school district has worked under the supervision of the local community superintendent to coordinate the program. The implementation of the program was assisted by representatives of various Bureaus of the Board of Education, the Citywide Advisory Council and the local community school boards.

Comprehensive training programs were instituted for teachers and supervisors. The various sessions conducted have been outlined in the main body of the report. Last year, a 15-session television in-service program followed by workshops in schools was held over the Board of Education's station, WNYE-TV, Channel 25. The course included demonstration lessons, panel discussions, lectures, question-answer periods, and reviews of new material in the area of Family Living, Including Sex Education. This year, the T.V. in-service program was continued in somewhat revised form. In addition, varying types of training programs were conducted for teachers and supervisors in the local community school districts.

Program Evaluation - Observations and judgments of participating personnel were used in gathering evidence concerning the effectiveness of the program. Specially constructed questionnaires were completed by community superintendents and district coordinators and by samples of principals, teachers, and parents of participant program children.

Outcomes with respect to pupil attitudes were assessed by means of a Pupil Attitude Scale for grades 6-12 and a Teacher Scale for grades 6-12, which concerned teacher estimates of pupil attitudes. Both instruments were specially developed and analyzed for reliability and validity. They represent the same instrumentation used last year, where a twenty item scale was used.

Results

Pupil Attitudes - Involved in the analysis of the attitudinal evaluation phase of the investigation was a sampling of 139 sixth-grade students, 66 eighth-grade students, and 157 eleventh-grade students. In comparison with last year's student sample, a somewhat smaller sampling resulted this year in the interest of obtaining a more representative group of sixth, eighth, and eleventh-grade students. In each case, before testing, the investigator obtained the approval of the community superintendent, principal, district coordinator, and teachers concerned.

As was the case in the previous two years, the methods of implementing the program in Family Living, Including Sex Education, varied from district to district and from school to school in response to local community needs. Some districts have presented the curriculum units in a classroom situation where the lessons are identified specifically as classwork in Family Living, Including Sex Education. Other districts have incorporated the same materials without specific identification, as part of the instruction in other curriculum areas or subject classes such as Health Education, Guidance, Science and the like. In all cases of the students in the current sampling, the curriculum was specifically identified in the instructional process as Family Living, Including Sex Education.

The instrumentation used to assess pupil attitudes, a Pupil Attitude Scale for grades 6-12 and a Teacher Attitude Scale for grades 6-12, were specially developed and analyzed for reliability and validity. Representing the same measures used last year, both scales contain 20 items.

The "split-half" or "odd-even" method of correlation was employed for the Pupil Attitude Scale by dividing the instrument into two alternate forms of ten items each. The correlation was then computed for these half tests. From the self-correlation of the half tests, the reliability coefficient of the whole test was then estimated by use of the Spearman-Brown prophecy formula.

Accordingly, measures of reliability were estimated for grade levels six, eight and eleven with the following results: For grade six the correlation (r) for the whole test is .86, for grade eight the r is .88 and for grade eleven the r is .85. These results are quite consistent with the correlation coefficients found in the previous two years. Last year, the reliability correlation for grades six, eight and eleven were .88, .89, and .86, respectively; and in the previous year, the correlation for grades six, eight and eleven were .89, .84, and .87, respectively. The "split-half" method of correlation was also employed with the Teacher Scale for grades 6-12.

The estimate of validity for the Pupil Attitude Scale, Grades 6-12, was determined last year. As was cited in last year's report, this estimate was a concurrent type of validity involving teacher ratings obtained from the teacher's scale, grades 6-12, as the criterion of comparison. It should be recalled, that the content of the questions for the teacher and pupil scales, grades 6-12, is very similar for both instruments. The rationale for this procedure was to determine how closely teacher and class perceive class attitude outcomes as measured from a similar set of questions. In essence, the teacher was asked to respond according to what she believed to be the class' feelings toward each question. The teacher's scale was administered to the class teacher by one of the investigators at the same time the class was being given their questionnaire.

Class and teacher modal responses for each of the 20 multiple choice scale items was determined for the sixth, eighth, and eleventh-grade levels. For example, at the sixth-grade levels, the modal responses for 13 classes and their respective teachers were determined for each of the 20 items. The modal response pattern (profile) of the 13 classes combined was then compared with the modal response pattern of the 13 teachers combined. A percentage of agreement between both types of modal response patterns was then determined to arrive at an estimate of validity of the concurrent type. The same procedure was followed with the eighth and eleventh grades. All told, there were 32 classes and 32 teachers.

Based on the results for the 13 classes of the sixth-grade level and for the 12 classes at the eighth-grade level, the median percentage of agreement for the sixth grade was 65%, and for the eighth grade was 70%, which suggested a moderate degree of congruence for both grades.

Results from seven classes and their teachers at the eleventh-grade level indicated the median percentage of agreement was 60%. The relatively lower median percentage for the eleventh grade probably reflected a more individualistic, differentiated way of thinking about sex education among students and between students and teacher at this age level. It was also assumed that the instrument does not adequately reflect the more sophisticated level of scale material appropriate for an older and more mature age group of students.

The statistical significance of comparisons of mean scores on the pupil attitude scale were determined by means of the "t" test, according to grade level. The main findings indicated that the eleventh grade students scored significantly higher than their eighth and sixth grade counterparts, with the difference being greatest between the eleventh and sixth grades. For all three groups, however, the mean scores attained reached comparatively favorable levels and reflect a positive overall response pattern by the majority of students sampled toward the program objectives.

It is interesting to note that in the previous two years eleventh-grade students scored significantly lower than sixth and eighth-grade students, but that in the current year, the eleventh graders sampled scored significantly higher than their eighth and sixth grade comparison groups. One possible explanation for this reversal, other than sampling error, may be attributable to the fact that the eleventh-grade curriculum in Family Living, Including Sex Education, was more fully developed and defined this year than was true in the previous two years of the program's existence. As a result, according to reports given the investigators by the chairmen of the high school departments sampled, learning was conducted in an atmosphere this year where classroom instruction was comparatively more frank and thoroughly discussed than in previous years.

Pupil Knowledge

Work in developing experimental versions of achievement tests for use in grades 6, 8, and 11 was initiated in 1967-68, and continued through 1968-69 and 1969-70. Teachers involved in classroom instruction were asked to submit questions. A committee consisting of coordinators and curriculum consultants reviewed these questions in relation to the textbooks and materials used, the teacher training guides, and the recommendations and practices suggested for classroom implementation of the program. They also submitted questions.

A multiple choice format employing four options wasadopted. Correct responses were established by a judgment of this consultative group of staff members and three test forms were used in 1968-69 with approximately 1000 pupils at grades 6, 8, and 11. The following year, 1969-70, revised test forms were employed in testing approximately 900 pupils at grades 6 and 11.

In both years statistically significant results were found favoring the instructed pupils in the 6th grade. No significant differences were found at the 8th grade level and, in general, no significant differences were found at the 11th grade level in either year. Any consideration of the possible meaning to be attached to these results should, however, be viewed in relation to a number of explanatory qualifications.

The methods and procedures employed in instruction varies at different grade levels. Teacher and staff judgments were used in the identification of correct responses for certain questions, with the implied assumption that students reasonably agree with these choices. There were also a number of restrictions operating to curtail the number and diversity of the students available for use in selecting a test population sample.

It is suggested, therefore, that the test results reported should be considered suggestive rather than definitive in relation to both the instruction and the content of the tests used as measures of pupil learning.

Parents of Participant Children - Essential to the success of a family living and sex education program is the need for active participation of parents. One aspect of this participation entails the exploration of parental feelings about the needs and reactions of their children to the curriculum, as well as the opinions of the parents about select aspects of the program as a whole. Toward these ends, a one-page Answer Sheet was developed comprising four items soliciting parental information as to how much value the program has been for their son or daughter, the amount of interest the parent has in the program, how much the parent feels she has learned about the program from the local school, and the extent to which the parent is able to participate in the program at the school. The respondent was asked to rate each of the four items on a four-point scale.

A sample of parents of participant program children, drawn from six schools (2 senior high, 1 intermediate and 1 junior high, and 2 elementary), were asked to return their completed Parent Answer Sheets. These six schools were randomly selected from among those surveyed in the attitude and achievement testing of the participant program students in June 1970. All of the parents of these participant students were included in the survey, thereby reflecting parental opinion on the elementary, junior and senior high school levels.

For the elementary, junior high and intermediate schools, approval to sample parental opinion was obtained from the local community superintendent and from the school principal. For the two high schools, approval was obtained from the central-office superintendent in charge of the High School Division, the school principal, and the chairmen of the school's Departments of Physical and Health Education for Boys and Girls.

The Parent Answer Sheet was distributed to all the participant students in June, at the time of their attitude and achievement testing. Each Parent Answer Sheet was enclosed in a specially prepared large manila envelope. The students were then asked to take these envelopes home to their parents, after being oriented as to the nature and purpose of the request. The envelopes contained the Parent Answer Sheet with an attached covering letter and a stamped addressed envelope for return mailing of the Answer Sheet by the parent. The covering letter, signed and approved by the school principal and class teacher, states the purpose and procedure for the completion and return of the Answer Sheet.

All told, 194 parents of participant program children from the six schools surveyed returned completed Answer Sheets. The number of returns represents approximately 10%-15% of the actual number of parents sampled. This overall percentage of return was similar for the elementary, junior and senior high school levels. This somewhat low rate of return may be attributable in large measure to the fact that the parents were not communicated with directly by the investigators. Rather, communication was transacted indirectly to the parent through the brief orientation provided the student at the time he was tested, and through the covering letter attached to the Answer Sheet the parent received from her son or daughter. It is reasonable to assume that if the parents had been oriented by the investigators themselves at scheduled community schoolboard meetings, the rate of return would probably have been much higher. This type of approach is recommended, along with follow-up procedures, for future parent opinion surveys.

The results show that 66% of the 193 responding parents judged the program as having been of "very much" and/or "much" value to their children. Only 4.7% of the parents felt the program was of no value to their children. Over 71% of the parents indicate "very much" and/or "much"personal interest in the program. On the other hand, the majority of parents, 76%, indicated that they have learned "little" or "nothing" about the program from the school itself. Thus, it would seem that one of the major tasks facing the schools is to help sensitize and orient the parents of children currently being instructed in Family Living, Including Sex Education. It is possible that once the parents feel they have sufficient knowledge and ongoing dialogue with the school concerning their role in the program, they may then feel more inclined to actively participate.

District Superintendents - A District Superintendents Questionnaire, based on 12 items, was prepared to obtain their reaction to selected aspects of the overall program. The questionnaire was sent to each of the 30 district superintendents. Of the 30 district superintendents, 17 returned completed questionnaires. It should be noted that in some districts either the program was not in operation or was only in the beginning stages.

Based on the 17 returns, 143 schools were reported to be involved in the Family Living, Including Sex Education Program. In the school year 1968-1969, 167 schools were reported to be involved in the program, as based on 22 returns. During the current school year, the number of schools per district where pupil instruction in Family Living was being provided varied from 1 to 24, with a median of 6 schools. Last year, the number of schools per district where pupil instruction was provided varied from 2 to 31, with a median of 8 schools.

With respect to the extent of the implementation of the program for the school year, 1969-70, 8 of the 17 district superintendents who returned completed questionnaires deemed that the program's goals had been achieved with "much" success during the school year and two superintendents responded with a rating of "very much" success. Six superintendents reported that the goals were achieved "somewhat" successfully, and only one superintendent responded with a rating of "not so much." For the school year 1968-1969, 10 of the 22 responding district superintendents indicated that the implementation goals were achieved somewhat successfully, and 9 responded that they were achieved successfully. In addition, when last year's sample of district superintendents were asked to compare the overall success of the program with that for the school year 1967-1968, 9 responded that the program was more successful, 8 that it was just as successful, 1 that it was less successful, and 4 did not respond.

In judging general types of reactions of parents and community in their school district toward the implementation of the program, all of the respondents indicated either "some," "much" or "very much" support from the parent-community in support of the program. This finding represents a more favorable outcome than was reported in 1968-1969, in that 15 of last year's respondents indicated they received strong support from parental or community sources, but 7 stated they did not receive such support. As compared to the school year 1967-1968, 11 superintendents from last year's survey indicated that parent and community support was about the same for the first two years of the program, whereas 7 respondents felt the support was greater during the second school year, 1968-1969.

Twelve of the responding district superintendents indicated "little" or "no" criticism from any parental or community source concerning the program, whereas 5 district superintendents indicated there had been "some" criticism. The range of criticism varied, namely, "qualification and character of teachers," "who will teach my children," "have the teachers been properly instructed," the notion that program "belongs in the home," the question of the "teaching of moral values and the possible conflict with family and religious values," the notion that this sort of education will lead to experimentation especially if taught at the beginning grade levels, and finally, concern that the program is part of a "communist plot." Nevertheless, the level of parental criticism toward the program was somewhat lower this year than was true last year, which in turn was lower than the criticism in the first year of the program. For example, last

year 9 of the 22 superintendents felt there was some parental criticism of the program and 13 superintendents felt that there was no particularly strong criticism against the program. When asked to compare the extent of criticism of the program in the school year 1968-1969 with the school year 1967-1968, 7 superintendents from last year's sample felt that the level of criticism was less or about the same and only 1 superintendent felt it had become greater.

Since the introduction of the program, 8 district superintendents reported that parental involvement in the district activities had "increased somewhat," 2 district superintendents reported that parental involvement "increased greatly," and 7 superintendents reported "no significant change" in parental involvement between this year and last year.

In assessing the nature of parental involvement in terms of its apparent effect on the program in the community schools, all but two of the respondents felt that the parents' involvement had a "favorable" or "very favorable" effect, whereas 2 superintendents felt parental involvement in their districts had "no" effect.

Most of the superintendents indicated their intentions to "expand the current program in their district, where possible," for the orientation and subsequent involvement of the parents for the next school year, 1970-71. Approximately half the superintendents indicated that the local community school board in their district has a parental or community council or group presently participating in an advisory capacity in the implementation of the Family Living, Including Sex Education Program; but the other half of respondent superintendents indicated that no such groups currently exist in their school community.

In view of the fact that ongoing training programs have been introduced and implemented to orientate and instruct the teaching staff in the objectives and methods of the instructional program in Family Living, Including Sex Education, the superintendents were asked to assess current teacher training programs, centralized and decentralized in their districts. Nine superintendents deemed that the training "had been adequate, but more is needed," four deemed training "adequate" and one rated the training as having been "better than adequate." Two superintendents assessed the training as having been "less than adequate" and one superintendent deemed the training in his district as having been "inadequate."

Recommendations elicited from the community superintendents for the further improvement of their teacher-training programs in Family Living, Including Sex Education, showed their uppermost concerns to include: The provision of in-service courses including improvement of the T.V. course and a continuation of sensitivity training techniques; the creation of a full-time position for coordinators and key teachers to give in-service courses and to assist teachers in the school; and the necessity for additional funds to sponsor the recommendations cited. Of the seventeen superintendents who returned completed questionnaires, three failed to offer recommendations for the continued improvement of the teacher training program. These recommendations represent essentially the same major types of suggestions for improving the program that were elicited from the community superintendents in the two previous years of the program's evaluation.

With respect to future planning, eleven superintendents reported they proposed to expand the current program in their school district where possible, and four decided to continue the current program. When called upon to indicate what they considered to be the most important priorities for the further improvement of the current program in Family Living, the most important considered priorities were: "Increase teacher-training facilities and courses; appointment of a full-time Family Living Coordinator; greater involvement of heads of schools, mandation of the program, increased allocation of monies for purchase of audio-visual aids and textbooks; provision of after-school in-service courses or workshops where both instructors and teachers are paid; approval and direction from the local community school board; parent education workshops, changing attitudes of parents; and an overall expansion of the program to inform community and P.T.A. groups about the program."

District Coordinators - A district coordinator for Family Living, Including Sex Education was appointed in each of the 30 school districts. However, the appointee to this position was typically a coordinator of other district programs and consequently could devote only a portion of his or her time to the program. In this, the third year of implementation, more than eight of the districts appointed an additional staff member to both assist in coordinating the district program and to provide a trained back-up staff member for possible future use in implementing the program.

A questionnaire composed of 11 items was developed to obtain the district coordinator's reaction to selected aspects of the program as a whole. The questionnaire was mailed to each of 30 participant coordinators. Of the 30 district coordinators, 23 returned completed questionnaires.

Of the 23 district coordinators who returned completed questionnaires, 5 indicated that a program of instruction in F.L.I.S.E. was not operative in the community district to which the coordinator was assigned. Thus, the results from the data provided by the district superintendents represent only those 18 respondents who indicated a program was operative in their district. These 18 coordinators reported that 188 schools were providing instruction in F.L.I.S.E., with a median of 9 schools per district. A breakdown of these data show that 87 schools provided instruction in grades Pre-k - 2, 56 schools in grades 3-4, 91 schools in grades 5-6 and 63 schools in grades 7-8.

When asked to judge at which grade level improvement in the instructional aspect of the program was most needed, 6 of the 18 coordinators answered grade 6, whereas each of 4 different coordinators answered grades 4, 5 and 7, and 3 coordinators answered grade 8. Each of the remaining 3 coordinators individually judged grades Pre-kindergarten, kindergarten and 1, whereas grade 2 is not selected by anyone.

The coordinators also reported a combined total of 107 schools which provided Family Living instruction last year as compared with 188 schools for the current year, 1969-70, an increase of 81 schools. For the school year 1970-71, the data obtained show a projection of 154 schools anticipated by the coordinators that will provide program instruction for next year. Since 5 of the 18 coordinators did not report their next year's projections, the 154 schools estimated to provide instruction for next year is necessarily lower than what it actually will be.

In response to being asked whether separate sex instruction classes are advisable for instructional purposes at any particular grade level(s), the district coordinators were equally divided, eight replying "yes" and eight replying "no." Two coordinators did not respond. The eight coordinators answering affirmatively were then asked at which grade level(s) they would recommend separate classes for boys and girls. Six coordinators recommended grades 5, 7 and 8, and five coordinators recommended grade 6. Grades pre-kindergarten through grade 4 were not recommended for separate sex education instruction by any of the eight coordinators. Information concerning grades 9-12 can be found in a separate section of the report titled "The Survey of Principals with Program Schools."

In view of the fact that the Family Living Program has been operative in most of the districts from one-to-two years, judgments were elicited from the district coordinators concerning the adequacy of the program as applied to 10 selected areas. Except for the area of Audiovisual Materials, all of the 10 selected areas of the program were judged by most of the 18 responding district coordinators as either "adequate," "good" or "excellent." The area of Favorable Pupil Attitudes, above all others, stands out as the most adequately rated area of the entire program with the best overall mean rating of 3.4. Nine of the coordinators judged Favorable Pupil Attitudes as excellent, six as good, and two as adequate; no one judged it as fair or poor. This specific finding lends additional support to the overall favorable attitudinal response pattern found among the students themselves on the Pupil Attitude Scale.

Also noteworthy, is that most of the responding district coordinators deemed the adequacy of the following training and orientation programs as "good": Teacher Effectiveness, Implementation of Curriculum Guide (each of 12 coordinators for both areas), and Favorable Reactions of Community to Program (11 coordinators). On the other hand, it was found that the area of Audiovisual Materials is apparently in need of improvement in that half of the 18 coordinators judged this area as either "fair" or "poor."

In addition, the judgments of the district coordinators were solicited concerning the level of adequacy of training and/or orientation programs, formal or informal, which they conducted during the school year with school principals, school staff and parent and community groups. Each of the ten programs reported was conducted in cooperation with the Citywide Coordinator for F.L.I.S.E. It was found that most of the 18 respondent coordinators judged the Individual Teacher Training Program as the most adequate program they conducted during the current school year. Seven district coordinators deemed the Individual Teacher Training Program as "excellent," four coordinators deemed it "good," and three coordinators deemed it "adequate." Two coordinators had no such program, and two coordinators failed to judge that program. Following close behind the Individual Teacher Training Program as very adequately judged programs were: Teacher Workshops, Parent Day Workshops and Education for Parent Associations.

Several programs were deemed by most coordinators either as "poor" or non-existent, such as: Parent Evening Workshops, Work With District Advisory Council, and Assistant Principals. In two other programs, the respondent district coordinators were about equally divided as to whether the program was either "adequate," "good," "excellent," or whether it was "poor" or non-existent. These two programs are the Principal and the Paraprofessional Workshops.

The district coordinators were also asked to indicate their plans for the orientation and subsequent involvement of parents for the next school year, 1970-1971. Nine district coordinators indicated they plan to "expand the current parent program," and seven coordinators plan to "continue the current parent program." In no instance did any coordinator plan to either "cut back" or "discontinue" their current parent program.

Suggestions and comments were then elicited from the district coordinators for the further improvement of their various types of training and orientation programs. The suggestions mentioned included the following: "programs for teachers should be instituted during the school day," "teacher training must be reinforced," "intensive teacher training (time and materials) is the key to the success of this program," "supervisor's workshops," "pressure through community groups for greater acceptance in schools," "full-time assignment for the coordinator," "sensitivity training," "more time needed for training and orientation programs," "secure cooperation of more principals to implement the program," "need for the program to be mandated," "have principals assign at least one or more teachers to attend T.V. programs scheduled for districts," "a definite place in the curriculum must be set up for F.L.I.S.E.," "have a classroom textbook for each grade level," "provide additional assistance and training for teachers to help them solve problems as they occur in the classroom," and "pay teachers to attend in-service courses." These comments represent essentially the same salient types of recommendations indicated by the district coordinators in the two previous years of the program's evaluation.

Finally, the district coordinators were called upon to consider their most important priorities for the further improvement of the program. Among the most frequently mentioned types of priorities were: "continued (parent) education within the community involving P.T.A. groups and community organizations," "the release of teachers during school hours to attend teacher training courses," "leadership and direction by the community school board," "increased allocation of monies for purchase of audio-visual materials," "mandate the program," "sensitivity training for one supervisor from each school," "greater involvement of heads of schools," "coordinators assigned full time," "expansion and extension of programs in primary grades," "preparation of reading materials for pupils in middle and intermediate grades," "translation into Spanish of materials for parents and adolescents," and "more monies for needed materials."

Principals and Teachers

A two stage mail survey of principals and teachers in the schools was conducted during the 1969-70 school year. In the late Fall of 1969 the district coordinators were surveyed for information which would identify the elementary, intermediate, and junior high schools in their respective districts which planned to implement Family Living, Including Sex Education instruction. The principals of all senior high schools were surveyed for the same information, and for additional information on the extent of student enrollment and teacher assignments anticipated for this program during the current school year.

The returns from the district coordinators were used to identify program and non-program schools in the elementary, intermediate and junior high schools. The returns from the senior high school principals were used to identify program and non-program schools and also to determine the extent of planned implementation, in senior high schools identified as having the program.

Based on the Fall 1969 survey all the schools were categorized into program identified and non-program identified schools. A survey of schools in both groups was conducted in the Spring of 1970. The principals of all schools identified as program schools were surveyed. There were 253 schools in this group of which 199 replied. A random sample of the principals of non-program identified schools in each district were also surveyed. There were 146 schools in this sampled group of which 118 replied.

In addition, the teachers involved in classroom instruction in Family Living, Including Sex Education were surveyed. This group was located in the program identified schools and the principal of these schools was requested to distribute the appropriate questionnaire to the teachers in his school. The principals reported 1,061 teachers. There were 575 questionnaires returned by this group. The questionnaires used with the two groups of principals and the group of teachers were prepared in consultation with a committee comprised of the city-wide and selected district coordinators of Family Living, Including Sex Education.

The returns from the principals of program identified schools were analyzed by grade level for information on pupil enrollments in this instruction, and the number of teachers assigned in this instructional area, the methods employed in deploying these teacher assignments, and also for the principals' judgments in selected areas concerned with staff training and community and parental reactions to this program.

The principals of program identified schools reported a total of 56,000 pupils under instruction in this curriculum during the 1969-70 school year in 199 schools. When the pupil enrollments reported by the 199 schools are extrapolated to the estimated 280 schools involved in implementing this curriculum an estimated pupil population of 77,000 pupils results. The reported distribution of pupil enrollments at each grade level showed the highest incidence of pupil instruction takes place in Kindergarten, and at the 6th, 8th, and 11th grades. When the enrollments by school level are examined they show the program was most widely implemented in the Intermediate and Junior High Schools, followed by the Elementary Schools and the Senior High School in that order.

It should be noted that the selection of a grade level for program implementation was a decision made in the given school. In making this decision the school administration made a judgment concerning the grade level or levels they thought most appropriate for their school, which teachers they wished to assign to this instruction, and also where they thought the community served by the school considered this instruction to be most useful.

The number of teachers assigned to this instruction at each school level when compared to the grade level pupil enrollments showed teacher to pupils instructed ratios of 1:39, at the elementary level, 1:91 at the intermediate and junior high level, and 1:57 at the senior high level in ways described below.

In the majority of cases reported the pupil was instructed by his or her regularly assigned grade level or subject area teacher. However, in a large number of cases a teacher was specifically assigned to give this instruction to pupils over a number of grade levels or classes. An additional method of teacher assignment used in a small number of schools involved the assignment of two teachers, one male and one female, to the instruction of the same pupils as a team.

The principals were asked to report on any program implementation in their schools in prior years and also for indications of their plans with respect to this program for next year. Their replies indicated that once instruction in the area of Family Living, Including Sex Education was initiated in a given school it continued to be recycled in succeeding years in the same grades and also to be expanded to include more pupils and other grade levels.

With respect to staff training the judgments of the principals were generally favorable in terms of the adequacy and the availability of such programs for teachers and principals. The majority of the school principals reported that parents showed active interest in the program on the elementary and intermediate and junior high school levels. There was less apparent parental interest in this program reported by principals of senior high schools but the bulk of the principals at all three school levels reported general parental support for the inclusion of this instruction in the school program. In general, the principals reported an absence of division in the community concerning the merits of this type of instruction in the schools. There were reports, however, of such division reported by a number of elementary, intermediate, and junior high school principals with a great number of senior high school principals unable to judge whether there was or was not such division active in the community served by the school.

The teachers surveyed were found in the same schools from which the above principals sample was drawn. There were 575 returns received from this group,the size of which was reported by the principals to number 1,061. The teachers reporting on their own grade level assignments supported the configuration of teacher assignments reported by the principals. Of the teachers reporting, 80% indicated they were regularly licensed,with the remaining 20% evenly divided betweenthose with substitute licenses and per diem certificates. Approximately 20% of the teachers reporting had three years experience in instructing pupils in this curriculum, 30% had two, and the remaining 40% had one year of experience in this subject area, while 10% did not answer.

Two-thirds of the teachers reporting stated that a typical pupil they instructed received approximately 20 hours of exposure to this curriculum over a one year period. The remaining teachers reported a pupil exposure of from 5 to 70 hours over a one year period. The length of time over which the instruction was spread varied among the schools from 5 weeks to the entire school year. The reporting teacher group indicated they instructed approximately 45,000 pupils. When the reports of these 575 teachers are extrapolated to the 1,061 teacher assignments reported by the principals the estimated number of pupils involved approached 80,000.

Forty-three per cent of the teachers reported they generally taught co-ed classes in this area, while 35% reported separate instruction by sex to be generally the case. The remaining teachers reported a combination of both methods.

In describing their classroom practices the teachers reported an increased use of textbooks for this instruction as the grade level moved up. Ninety-four per cent of the teachers reported they used audio-visual materials. There was a tendency to report a decreased use of these materials on the upper grade levels.

With respect to training, more teachers received training in implementing this instruction prior to their work with this curriculum in the classroom than

teachers who began their training simultaneously with or subsequent to their work in their work in this area in the classroom.

T.V. In-Service Training Program

One of the city-wide training programs chosen for study was a 15 weekly T.V. In-Service Workshop in Family Living, Including Sex Education. This was broadcast and received in selected district schools. The tele-cast, in conjunction with an after tele-cast class discussion, comprised the two major components of each of these 15 weekly meetings. A questionnaire was distributed to the participants in eight such district training centers. One hundred thirty-nine completed questionnaires were returned in numbers ranging from 7 to 28 from each center. These returns indicated 80% of the participating staff members worked in elementary level schools, 13% in intermediate and junior high schools, and 7% in senior high schools. Over eighty percent of these trainees had not yet instructed pupils in the curriculum materials.

The respondents as a group reported the class discussion component following the tele-cast to be more valuable and more relevant to their particular needs than the tele-cast component. However, 24% reported the content of the tele-cast component as an important basis for the after tele-cast class discussion. An additional 52% assigned some importance to the contribution this component made to class discussion. The two most important factors identified with training program success, were the instructor, and the background of the participating trainees. Approximately 80% of the respondents assigned a judgment of valuable, to very valuable, concerning the worth of this In-Service Training Program as a prelude to their possible assignment to classroom instructional duties in this program.

Concluding Statements

This study of the new program in Family Living, Including Sex Education, was designed to provide data relevant to the following seven major areas of investigation:

1. Pupil Attitudes - Mean scores of specially developed instrumentation designed to assess pupil attitudes toward selected aspects of the program, reflected an overall favorable response pattern by the majority of students sampled. Eleventh-grade students scored significantly higher than their eighth and sixth-grade counterparts, the difference being greatest between the eleventh and sixth-grades. However, in the first two years of the program, the results showed that the eleventh-grade students scored significantly lower than the sixth and eighth-grade students.

2. Pupil Achievement - Achievement tests designed to measure pupil growth in knowledge produced differential results. The test results support the conclusion that pupil knowledge showed a statistically significant increase at the sixth-grade level. Similar tests used in the eighth-grade did not reveal statistically significant results for 1968-69. At the eleventh-grade no significant increase in knowledge was observed in 1968-69; during 1969-70 one of two comparisons revealed a statistical significant increase for the students in the program. These conclusions, however, assume a validity in the content of the tests used which would require additional investigation before these tests could be used to definitively measure pupil knowledge outcomes.

3. Staff Sensitivity - Special attention was devoted to the development of a sensitivity to the needs of pupils in this area of instruction. Well organized and continuously developed programs involving the use of the sensitivity training techniques were used extensively with staff members. In addition, many districts and schools provided open discussion meetings between staff members, students and

also parents in the area of this curriculum. In some schools a close working relationship was developed between teachers, and selected para-professionals who lived in the community. It was assumed that these para-professionals could now more nearly identify with the pupils in a given school, thereby facilitating communication between teachers and students. Almost all programs and activities aimed at the development of staff sensitivity to pupil needs were judged highly successful by the participants. When weaknesses were cited they most usually were that such programs were too abbreviated or limited in the areas they explored.

4. Staff Orientation to Curriculum - Staff training programs, specifically designed for teachers and superiors, are generally judged by the participants to be valuable and useful in developing a mastery of the curriculum content prior to their assignment to implementation responsibilities. As staff involvement in curriculum implementation increased through experience there developed a reported need for more specific and detailed instruction, tailored to meet the varying needs experienced by these same staff members.

5. Instructional Materials - A review of the reported data by the teachers reveals that books and audio-visual materials supplement classroom instruction in the new curriculum in different ways over the various grade levels. Books are rarely used at the lower grade levels. Their use increases as the grade level increases, but they rarely become other than supplements to the class discussion method of instruction. Audio-visual materials are more widely used than books and they are relied upon heavily in certain areas of this instruction covering anatomy and physiology. Total satisfaction with the available books and audio-visual materials is rarely expressed. There are generally requests for more age and grade specific materials which in addition more generally reflect the social and ethnic composition of the students found in the New York City schools.

6. Parental Cooperation - Information obtained from the District Superintendent's Questionnaire revealed that parental cooperation in meeting children's needs in Family Living Including Sex Education had increased during the current year to levels specified under the revised objectives of the curriculum. The majority of the 17 respondent superintendents indicated that they received support from parental and community sources, and that since the introduction of the program there has been a general increase in parental involvement, which has had a favorable effect on the program in the respective district schools.

7. Parental and Community Reaction - A sample of parents of participant children was surveyed in May 1970 for the first time. Within the limits of the 10%-15% rate of return, the majority of the 194 respondent parents deemed that the Family Living curriculum has been of "much" value to their children, and also expressed much interest in the program. Nevertheless, most of the parents felt they had learned "little" about the program from the school itself.

   Another source of community reaction to the program was reflected in the responses of the district superintendents to the question, "How much criticism, if any, had come from any parental or community source this school year concerning the program?", where most of the 17 respondents indicated that little criticism had been voiced by parents.

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APPENDIX *

1. District Superintendents Questionnaire

This questionnaire contains twelve multiple choice and completion-type items which was distributed to all Community Superintendents. The instrument requests information on participating community schools, the extent to which the program objectives have been successfully implemented, staff training programs, reaction in the community to the program, level of parental involvement and recommendations for the continued improvement of the program.

2. District Coordinator Questionnaire

An eleven item questionnaire distributed to all District Coordinators participating in the Family Living, Including Sex Education Program, solicits information on the number of participant schools, level of adequacy of program in training of staff, and recommendations for future improvement of program.

3. District Coordinator of Family Living, Including Sex Education

A survey form requesting an indication of the Elementary, Intermediate and Junior High Schools in those districts providing instruction in Family Living, Including Sex Education. Additionally, questions on staff and parental training and/or orientation programs provided in the district were included.

4. Questionnaire for Principals of Schools with Classes in Family Living, Including Sex Education

An eight item questionnaire distributed to the principals of schools listed as participants in the Family Living, Including Sex Education Program. The principal was asked to indicate the grade levels at which such instruction was provided, the number of teachers and pupils involved, the deployment of teachers, and plans for continued implementation. Judgments on the value of this instruction, on the reactions of parents, and recommendations concerning the program were requested.

* The instrumentation described herein is available in completed form upon request, titled Appendix for the Family Living, Including Sex Education - 1969-70.

5. Questionnaire for Principals of Schools with no Classes in Family Living, Including Sex Education

A six item questionnaire distributed to a sample selected from among those schools not listed as participants in the implementation of the program in Family Living, Including Sex Education. The principal reported on any planned implementation next year, or any prior implementation during the previous two year period. Judgments on the value of instruction in Family Living, Including Sex Education and on parental reaction to such instructional programs were requested.

6. Senior High School Survey Form

A four item questionnaire distributed to select Senior High Schools requesting information on past, current and planned participation in the Family Living, Including Sex Education Program.

7. Teacher Questionnaire

A fourteen item questionnaire designed for distribution to teachers instructing pupils in Family Living, Including Sex Education. The respondents are requested to indicate the number of years they had been teaching these materials, the number of pupils instructed, the length of such instruction, and the materials and methods employed in the classroom. The respondents also reported training received, resource agencies utilized, and recommendations for improving instruction in program implementation.

8. Teacher Attitude Scale

A self-administered twenty item multiple choice type measure, containing five response categories per item. These twenty items approximate a Lykert-type scale and are derived from the major stated objectives of the program. The twenty items comprise parallel forms of the same instrument.

9. T.V. In-Service Workshop Questionnaire

A survey sheet of four items requesting information on the respondent's work, primarily teachers, in the area of Family Living, Including Sex Education. In addition, an eleven item rating sheet requested judgments on the value of selected aspects of the T.V. In-Service Workshop.

10. Pupil Attitude Scale

Except for minor changes in phraseology, the title page and directions, the content and format of this scale, and the teacher attitude scale is essentially the same. The reason for this similarity was to determine how closely teacher and class perceive class attitude outcomes as measured from a similar set of questions.

11. Eleventh-Year General Knowledge Test in F.L.I.S.E. - Form A-70

A four choice test of twenty-seven questions. The test questions were selected from a collection of questions submitted by teachers, coordinators and curriculum writers, working in the areas of F.L.I.S.E.

12. Sixth-Year General Knowledge Test in F.L.I.S.E. - Form B-70

A four choice test of twenty-four questions. The test questions were selected from a collection of questions submitted by teachers, coordinators and curriculum writers working in the area of F.L.I.S.E.

13. Answer Sheet for Parents of Children in the F.L.I.S.E. Program

A one page answer sheet comprising four items soliciting parental information concerning how much value the program has been for their son or daughter, the amount of interest the parent has in the program, how much the parent feels she has learned about the program from school and how much the parent can participate in the program at the school. The respondent is asked to rate each of the four items on a four-point scale. This answer sheet was mailed to a selected number of participant parents for their opinions.